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ABSTRACT

The publication presents the report of a 1975 international conference sponsored by UNESCO to discuss general educational trends. The report is presented in four parts. Part I identifies five major trends: reform, democratization, access to higher education, innovation, and life-long education. Part II focuses on the changing role of the teacher and on teacher education. Topics discussed include preparing the teacher for change, constraints of reality, policies, and problems of continuing teacher education, and educating the teacher educators. The conclusions are that teachers should be honored by an International Teachers' Year and that more rational patterns of continuous teacher education should be devised. Part III presents a recommendation to ministries of education of UNESCO nations concerning the role of the teacher. Underlying principles of the 36 suggestions are that the teacher-learner relationship remain at the center of the educational process, education authorities keep informed about educational change, teachers be involved in setting aims and objectives of teacher education, and teacher education be nondiscriminatory. Part IV presents a report recommending adoption of the International Standard Classification of Education as a basic standard in all international reporting of statistics on education. Appendices include speeches, a list of conference documents, and a directory of participants. (Author/DB)

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Final Report

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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International Conference on Education 35th Session

Geneva
27 August - 4 September
1975

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Unesco
International Bureau of Education

SUMMARY

The 35th session of the International Conference on Education was held in Geneva, at the Palais des Nations, from 27 August to 4 September 1975. It was convened by the Director-General of Unesco in accordance with resolution 1.51 adopted by the General Conference at its eighteenth session.

In conformity with its terms of reference as laid down by the General Conference of Unesco, the Conference considered the following topics: "Projections of school enrolment and teacher requirements by 1985 and their implications for policies concerning the training of educational personnel and for educational policies in general"; "Major trends in education" and "The changing rôle of the teacher and its influence on preparation for the profession and on in-service training". In addition, the Conference set up a working party to discuss the International Standard Classification of Education (ISCED).

At the end of its deliberations, the Conference adopted: its report; Recommendation No. 69, entitled "The changing rôle of the teacher and its influence on preparation for the profession and on in-service training"; and a recommendation on the adoption and application of ISCED as a basic standard in all international reporting of statistics on education.

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INTRODUCTION

The 35th session of the International Conference on Education was held in Geneva, at the Palais des Nations, from 27 August to 4 September 1975. It was convened by the Director-General of Unesco in accordance with resolution 1.51 adopted by the General Conference at its eighteenth session.

Delegations of 98 Member States of Unesco and of 2 non-Member States participated in the Conference; 1 African liberation movement recognized by the OAU and 1 liberation movement recognized by the League of Arab States, 9 organizations of the United Nations system, 5 intergovernmental organizations and 27 international non-governmental organizations were also represented. Altogether, 331 delegates (including 20 Ministers and 7 Vice-Ministers of Education) and 72 observers attended the Conference. (For the full list of participants see Annex V.)

Mrs. M. Vlachihova, Vice-Minister of Education, head of the delegation of Czechoslovakia, made the opening speech (see Annex I). The Conference then heard an address by Mr. A-M. M'Bow, Director-General of Unesco (see Annex II).

On the recommendation of the IBE Council, the Conference elected the following officers:

President:

H.E. Sh. A.M. Al Khalifa, Minister of Education (Bahrain)

Vice-Presidents:

Mr. A. Serradj (Algeria)
Mr. G. Wichert (Federal Republic of Germany)
Mr. K.N. Channa (India)
Mr. Z.T. Onyonka (Kenya)
Mr. G.G. Panatchin (Union of Soviet Socialist Republics)
Mr. W.I. Smith (United States of America)
Mr. F. Bezara (Venezuela)
Mr. M. Nikolic (Yugoslavia)

General Rapporteur:

Mr. C. Hummel (Switzerland)

Chairman of the Commission:

Mr. M. Makagiansar (Indonesia)

Vice-Chairmen:

Mr. H. Geerhardt (German Democratic Republic)
Mr. J.F. Porter (United Kingdom)

Rapporteur:

Mr. N.M. Goble (Canada)

Ex officio member of the Bureau:

H.E. Mr. F.N. Agblemagnon (President of the IBE Council)

In conformity with its terms of reference as laid down by the General Conference of Unesco, the Conference considered the following topics: "Projections of school enrolment and teacher requirements by 1985 and their implications for policies concerning the training of educational personnel and for educational policies in general"; "Major trends in education" and "The changing rôle of the teacher and its influence on preparation for the profession and on in-service training".

The first two of these topics were debated in plenary meetings, while the special theme was considered in the Commission. At the proposal of the Commission, the Conference adopted Recommendation No. 69, the text of which is reproduced in Part III of this report.

In addition, the Conference set up a working party to discuss the International Standard Classification of Education (ISCED). On the proposal of this working party, the Conference adopted a recommendation (contained in Part IV of this report).

The IBE Secretariat had prepared a number of working documents for the use of the Conference, as well as some reference documents (see Annex IV). The high quality of these documents contributed in no small measure to the success of the Conference.

At its 35th session, the International Conference on Education for the first time made use of Arabic as a working language during the meetings, a development welcomed by many delegations.

Films relating to the topics of the Conference were shown outside the meetings. A book exhibition was organized, as well as an exhibition

devoted to a new activity of the IBE, the International Educational Reporting Service (IERS) on educational innovations.

Unfortunately, because of the date of the opening of the school year, it was not possible to make tr

the usual school visits or to hold the Youth Forum. It is to be hoped that the next sessions of the Conference will be scheduled for dates when it will be possible to carry out these activities.

Introduction

(1) Pursuant to the proposal of the IBE Council, the discussion in plenary of the major trends in education was divided into four parts. After a general debate on recent changes in policies of education and major educational problems, the discussion centred on the following three topics: "Access to education, with particular emphasis on higher education", "Innovation in education" and "Life-long education".

(2) In response to the suggestion made during the last session of the Conference that a dialogue should be promoted in order to come to grips with issues under discussion, the IBE Council proposed an innovation which was accepted by the Conference. Small groups of animateurs (panels) were used for the purpose of discussing the three topics selected in a more thorough and concrete way. This new approach to bring about dialogues between delegations met with some success. Delegates were of the opinion that this procedure should be continued.

(3) A report which sums up in a few pages the discussions of several days (amounting to more than a hundred, often very detailed, statements or several thousand pages of manuscript text) cannot hope to reflect all that was said.

(4) The statements of speakers representing widely different points of view reflected broad agreement as regards the problems and the approaches proposed for solving them. These statements mention all the arguments and objects of concern which are to be found in any speech about education. There may have been few new ideas, but it would seem that those concepts which are often the fruit of international study - for example, the democratization of education, life-long education - have not only become common currency but have also become more meaningful and more differentiated in recent years.

(5) These considerations appear in the excellent publication, issued recently as part of a series of studies by the IBE, in which Jean Thomas, former Assistant Director-General of Unesco, discusses the major problems of education in the world. In so far as the study reflects the deliberations of the 34th session of the International Conference on Education - which were to a great extent echoed at the present session - it may be said to remain entirely topical, and to some extent this report coincides with its conclusions.

(6) Several delegations drew attention to the following events which had occurred since the last session and which might influence some future developments in the field of education: the conclusion, at Helsinki, of the Conference on Security and Co-operation in Europe, on the one hand, and, on the other, the slackening of economic growth in many countries of the world, together with continuous inflation and the instability of the world monetary system. Although only very few delegations had noted any repercussions of these events in the education systems of their countries, it appears certain that in many cases these developments will add to the problems faced by those responsible for education. In some countries, in consequence of the economic recession and of the simultaneous slowing down of population growth, the education system has suffered a shrinkage.

(7) Special attention was drawn to the projections of school enrolment and teacher requirements by 1985, and to the implications of the data for the education of teachers and educational policy as a whole. The statistical figures and the conclusions contained in the working documents were considered very useful. Several delegations described the problems their countries encountered in training an adequate number of qualified teachers. Other delegations, however, stated that, because of the economic problems referred to, there was an excess of teachers in their countries.

(8) Although the problem of the rôle and training of teachers - a major concern of all Member States - was discussed in the Commission, this topic was often referred to by delegations in the plenary meetings. In order to avoid repetition, this subject is dealt with only in Part II of the report of the Conference.

Reform of education systems

(9) For many years, the education systems have been accused of too much inertia. Today, the situation has changed completely. The educational world as a whole has more or less embarked on the path of reform. In many cases these reforms are taking the form of a

total, if not revolutionary, renewal of the national education system as a whole. In other States, the intention is to adapt the existing system to changes in the social and cultural environment as harmoniously as possible, on the basis of scientific data and carefully evaluated pedagogical experience. In almost all cases, the style of the reforms reflects the political evolution of the State in question. Some Member States have set up consultative bodies, such as educational councils or committees of experts, composed of representatives of the different political, educational, cultural and economic circles concerned, for the purpose of advising the government about these reforms.

(10) Many Member States declared that the process of reform had led them to reconsider the objectives of education and the rôle of the school. In the opinion of some of them, education is an essential means of changing society. Others however, regarded the school systems as a projection of the political, economic, social and cultural situation of the State. Yet others thought that there was a dialectical interaction between society and the school. Irrespective of their point of view, they expected the school to contribute to the creation and formation of a new man and of a more just society. Almost everywhere, reform was being carried out with a view to the democratization of education.

(11) A major concern of those wishing to reform education systems was the relationship between the educational world and the working world. While most of the speakers were in agreement that schools should be open to the outside world, opinions differed regarding the extent to which the school should be conditioned by the needs of the national economy. Some delegations stated that this problem did not exist in their country. There was a strong tendency, particularly in developing countries, to promote vocational training and scientific and technical teaching. Some of these Member States urged that, for the purpose of eliminating education for education's sake, education should be integrated into the country's overall development. In some Member States, activities aiming at practical achievement form an integral part of school life. The basic function of intellectual training in these schools was supplemented by the pupils' actual participation in productive activities.

(12) As the planning of education is at the root of all major educational reform, delegates' reports on reforms in their countries provided evidence of planning on a very large scale. However, although fully aware of the need for the strictest possible planning, some delegations stressed the difficulties involved, particularly in the light of the uncertainty of world economic development.

(13) It seems to be now generally accepted that any reform should bring with it an improvement in the quality of the teaching, even in countries where only a small fraction of the young people is enrolled in schools. The quantitative question, however, remains. Full 100 per cent school enrolment is still far from being achieved in many developing countries. In these, as in the developed countries themselves, an increase in educational needs due to economic development is discernible. Despite certain exceptions, there is a tendency in industrialized countries to prolong the duration of obligatory schooling, and to offer an ever more varied range of out-of-school training.

(14) The reform of teaching also implies a reform in methods, programmes, techniques, school textbooks, etc. Some delegations reported on their experience with new technologies, in particular the use of the mass media, such as radio and television. Other delegations described experiments with correspondence courses for in-service training. In the latter case, the results do not always seem to have been positive.

(15) Life in the classroom changes in keeping with these reforms. Self-educational processes and even self-evaluation are becoming current. Creative abilities are being developed. Individual work on the part of the pupil as well as group work, is becoming increasingly important.

(16) Whereas the great majority of the statements were on an optimistic note, several delegates referred to numerous difficulties. Almost invariably the reform to be carried out required large financial or human resources, often far in excess of those available to the developing countries in particular. The burden of historic heritage made certain reforms particularly difficult to implement. These difficulties were greater in countries which had been under colonial rule and had therefore inherited education systems alien to their traditions and their true needs. For these countries, educational reform often coincided with the search for their cultural identity and national unity. Some delegations stress that any reform could be realized only with the participation of those concerned, and more particularly with the co-operation of the teachers and of the students.

(17) The part played by international co-operation in educational reform is recognized unanimously. The comparison of experience, information about innovation, co-operation with a view to creating new models, etc. - all these are indispensable factors in the taking of any decision regarding educational policy. In reaching this finding, many delegates emphasized the indispensable rôle of Unesco, notably through the IBE.

Democratization of education

(18) The democratization of education was the leitmotif of the Conference. While one group of Member States said that in their countries the democratization of education had for long been an established fact and no longer gave rise to any problem, others recognized that this objective was the fundamental reason for current reforms. For some years past, the democratization of education has been one of the major objectives of organizations like Unesco, the right to education being one of the fundamental human rights. But the Conference showed how greatly the meaning of the concept of the democratization of education had been enriched in recent years. In the course

of the endeavours to translate it into reality, it had been realized that the concept could not be reduced to the simple notion of equality of opportunity or non-discrimination in the matter of access to schooling, for example. It had been realized likewise that, if the objective was to be achieved, some very varied concrete measures would have to be taken.

(19) Although the specific theme of access to education is dealt with later, some ideas and practical consequences bound up with the problem are summarized in this context. Many delegations described the content and various forms of their countries' efforts to eliminate all discrimination in the matter of access to education. In some Member States girls are still a minority of the school population. In order to enable a steadily increasing number of girls to gain admission to schools, without having to build too many school premises, some Member States have recourse to co-education. For the purpose of mitigating the drawbacks attributable to the environment, most Member States are paying particular attention to pre-school education. In some of these States, pre-school education has been made compulsory, and other States are planning to follow this example. The principle of free and compulsory primary education is accepted in the majority of the Member States. The same is equally true of secondary education in many Member States. Even in States possessing only limited resources, special efforts are being made to educate handicapped children. It seems obvious that in this context the problem will arise of particularly (and hence often one-sidedly) gifted children. A small number of Member States are becoming aware of this problem.

(20) As a general rule, delegations opposed any education system having as its objective the formation of élites or giving them a privileged status. Moreover, general education, based on a common system, has a tendency to become longer: the selection process occurs at increasingly late stages.

(21) Children from rural areas make up a special group of underprivileged. Many Member States are taking measures of decentralization to remedy this defect. New schools are being established in rural areas or places of low population density. Transport facilities are provided for the pupils and canteens are set up in schools attended by children from outlying areas. Efforts are made to ensure that rural schools are of the same quality as city schools. In some countries, the small rural schools are grouped in larger complexes which have a wide range of facilities based on modern educational technology. The democratization of education, therefore, is in part connected with the development of school infrastructures.

(22) One means of ensuring the democratization of education is to provide teaching in the languages of the country. For this reason many countries, especially in Africa, are adopting this practice.

(23) Nowadays, the democratization of education also means participation. Society as a whole should be involved in the school. Several delegations emphasized that the school could no longer be the responsibility of privileged, power-holding groups but that any important decisions concerning the education system should be taken democratically by society as a whole. In some Member States this has long been an accomplished fact. The idea was also put forward that parents should be invited to play an active part in the life of the schools and that the pupils should also be able to have a share in the management of the school.

(24) Some delegates and observers stated that the right of access to education and culture - a fundamental human right - was not respected everywhere in the world, notably in the occupied Arab territories and Southern Africa, and that some peoples were subject to serious discrimination from which their children suffered in that they had no real guarantee of a true right to instruction nor a true education. They stressed that only the national independence of these peoples would ensure for their youth an adequate education in keeping with their deeper cultural aspirations.

(25) After the end of the general debate, the plenary opened the discussion on the three topics which had been selected by calling on groups of animateurs (panel) (see paragraph 2).

Access to education, more especially to higher education

(26) The debates on this topic were led by a "panel" composed of Mr. Galou (Algeria), Mr. T. H. Bell and Mr. W. I. Smith (United States of America), Mr. I. Amagi (Japan) and Mr. K. V. Sisov (USSR).

(27) Several speakers stressed the importance of the statement made in the document prepared by the Secretariat (ED/BIE/CONFINTED 35/3, paragraph 35) that it is advisable "to draw a distinction between access to education and access to school as a real guarantee of access to education only in so far as the pupil is afforded genuine and objectively fair opportunities for completing at least one whole cycle of education".

(28) Access to education is certainly a matter of social justice. But it also seems to be a problem of the social integration of the school. In some rural areas, where such integration is still inadequate, the school may become an element of alienation. Access to higher education is conditioned by the education system as a whole.

(29) Some Member States will have to make very great efforts to guarantee access to education to all children. The problem is often aggravated by a very high population growth.

(30) Higher education should not be understood as meaning only university education. Trends towards diversifying higher education are clearly apparent in many Member States. During the debate, warnings were voiced against excessive specialization. Only thanks to the fullest possible general education can the individual succeed in adapting himself to the needs of a changing world.

(31) Several Member States are faced with the problem of large numbers of students entering higher education in consequence of the democratization of education, in particular at the secondary education level. Higher education is becoming an education for the people, whereas hitherto it was élitist. Another problem is that of the unemployment and underemployment of persons graduating from institutions of higher education. It seems extremely difficult to find a balance between the aspirations and aptitudes of the students on the one hand and the needs of the country and of the national economy on the other. Some delegations stated, however, that their countries had succeeded in resolving these difficulties.

(32) Many delegations emphasized the importance of encouraging vocational, technical, scientific and technological education in their countries Several of them appealed to Unesco to increase its assistance in that field.

(33) While some speakers stressed that access to higher education was primarily a financial question to be settled by the creation of scholarships, grant systems etc., others felt that, despite their complexity, these material aspects were ultimately much less decisive than the question of what motivated the young to continue their studies. In some developing countries it has been found that the children of illiterate parents, or of parents who have received little education, often do not attend school or are not sufficiently motivated to succeed in their studies.

(34) In many Member States there is strong social pressure for a considerable expansion of higher education. In most developing countries this expansion can only be carried out with the support of external aid. Some speakers stated that the percentage of students attending a university did not constitute a criterion on which to assess the level of democratization of an education system. What should be done is to upgrade other forms of further training, side by side with university education proper.

(35) Some delegations stressed the need for a greater diversification of post-compulsory education. In many countries the exaggerated prestige attaching to academic degrees and diplomas is partly responsible for a drive towards university education with which they can hardly cope, with the result that imbalances occur like those mentioned in paragraph 31. In this connexion, what should be done is to change ways of thinking and to make an effective use of non-academic vocational education.

(36) Some delegates stressed the rôle of school guidance in solving some of the problems. Others underlined the value of the recurrent or "sandwich" education system for the solution of the problems raised by the relationship between study and practical work.

(37) The problem of selection is one of the major concerns of many Member States. There is a danger that the selection procedures employed may give rise to injustices and create situations of inequality. That is why in some States examinations have been replaced by a continuous testing of students. It is absolutely necessary to work out more reliable criteria and methods of evaluation and more flexible forms of selection. The problem is more acute where universities are not sufficiently developed to accommodate all those who have completed secondary education and who would like to continue their studies, and where the universities are obliged as a consequence to adopt the system of the numerus clausus. In some countries this situation is a tragic one.

(38) The question was asked whether in developed countries the problem of access to education was bound up mainly with the available resources and with the orientation and motivation of the pupils, and whether, by contrast, in developing countries access did not depend rather on the level of the country's social development and on the degree of the school's integration into the socio-economic environment.

Innovation

(39) The group of animateurs (panel) for this special topic was composed as follows: Mr. H. A. J. M. Vrijhoef (Netherlands), Dr. J. Melgarejo Rodriguez (Cuba), Prof. S. Chandra (India), Prof. F. El Bahay (Egypt).

(40) Since innovation is closely linked to reform, what is said in the chapter dealing with reform is not repeated here.

(41) The debate clearly showed the importance which Member States attach to innovation in education. At the present time innovation is an essential element in any educational policy. Obviously, innovation should never be an end in itself. It should be integrated with an overall policy of educational reform which has been carefully planned. Consequently, it is necessary to identify the problems raised by the present system and to define clearly the objectives to be attained. These objectives may be of a quantitative or of a primarily qualitative nature. They may relate to structures, contents, programmes, methods, technologies, manuals, etc. They are often conceived in terms of the major challenges of the educational world of today. They will have to respond to the major preoccupations and aspirations of modern societies, which have already been referred to in the preceding chapters. One question asked was whether innovation should always be visualized as an overall process or whether it could in some cases deal with particular aspects of an education system. It was stressed that innovation should not be confused with a style or some fashionable whim of the moment.

(42) Many speakers emphasized that innovation should start from the soundest possible scientific bases. It was observed that there was often a gap between pedagogical theories and the realities of school life. In this context, experimentation plays an important part. This is one of the reasons why it often takes a long time to implement an innovation. Delegates of developing countries pointed out, however, that in their countries the changes should be made in a shorter time-span.

(43) Special attention was devoted to the

conditions which had to be fulfilled before innovations could be carried out with a reasonable chance of success. These conditions are manifold. This is why it is possible to speak of a virtual strategy of innovation. As soon as the objectives are clearly defined, broad consultations should be conducted with all the groups concerned, and especially with the teachers and also with the pupils, without whose participation and support any innovative effort is doomed to failure. But it is also necessary to convince the parents and influential groups and persons, as well as public opinion. The mass information media (press, radio, television) have an important part to play and bear a heavy responsibility.

(44) The teachers themselves have a key rôle to play. Not only is it necessary to gain their support, so that they will take an active part in carrying out the innovations; they also have to be trained in order that they should be able to apply the innovations. This is a part of their continuous training. In some developing countries, the lack of qualified teachers makes it particularly difficult to carry out the most desirable innovations.

(45) To a large extent, the effective introduction of innovation also depends on a country's infrastructure. In this respect, too, it is the developing countries which are meeting with the greatest difficulties.

(46) Referring to the basic document prepared by the Secretariat, very many delegations spoke about the topic of decentralization. While an innovation is often conceived and decided upon by a central administrative body - after the necessary consultations - it becomes a reality only in the classroom. Hence, those responsible for schools at the regional and local level should be left some latitude in taking decisions. This constitutes further recognition of the importance of the active participation of the teacher in the process of innovation, and it is in this way that the desired decentralization should be understood. The question of centralization at the level of State structures was, of course, not discussed. Problems of co-ordination may arise, however, in some Member States which already have highly decentralized administrative structures and in which the local community plays a decisive part in running the schools.

(47) The question of the evaluation of the innovative process also claimed the attention of a very large number of delegations. The methods of such evaluation will have to be worked out. A good deal of research remains to be done in this field, which is of paramount importance for the purpose of improving the quality of education and conforming with those objectives.

(48) Many delegates described innovations which were being tried out in their countries. The range of such efforts is very great. Some of the most modern technologies are being employed almost everywhere. The scientific and technical fields are receiving particular attention. Modern mathematics ("new maths"), to mention only one example, is being introduced in many Member States. The development of education by modern methods in rural areas is a major object of concern in many States, and developing countries in particular. In this context, mention should also be made of adult education, especially literacy courses and extra-curricular activities.

(49) Very many delegations expressed their gratitude and satisfaction with regard to Unesco's activities, and especially those of the IBE, in this field. The assistance of Unesco and other international organizations was considered very useful. It is hardly conceivable nowadays that a State would initiate an innovative process without exploring the available information about similar experiments.

(50) The Secretariat drew the attention of the delegations to IBE activities in the matter of information and particularly to the International Educational Reporting Service (IERS). This is a new venture on the part of the IBE, financed by extra-budgetary resources. An appeal was addressed to all delegations to participate in the activities of the IERS and to continue the dialogue on innovation which was begun at the Conference.

Life-long education

(51) The leaders of the debate on the third special theme were: Mr. P. Himmelstrup (Denmark), Mr. G. Beis (France), Mr. R. Morales (Peru) and Mr. R. Wroczynski (Poland).

(52) The concept of life-long education has evolved during the last two decades. Although the concept has made some headway and many theoretical studies on the subject have been published, and although it is generally accepted and constantly referred to by everybody, the notion still remains somewhat vague, even for many specialists. It is still confused with other concepts, such as adult education, for example. The Conference did not attempt to redefine the concept of life-long education, but rather tried to clarify certain of its aspects. Many achievements of life-long education were described during the debate. No Member State claimed that its education system corresponded entirely to the idea of life-long education; but many reforms now being carried out are in keeping with this general concept. The development of extra-curricular activities and various forms of adult education, in particular, often constitute significant advances towards the achievement of a complete system of life-long education.

(53) Attention was drawn to the fact that the concept of life-long education was meeting with some criticism. For example, it is criticized on the grounds that it tends to keep the adult in a state of adolescence.

(54) It was recognized that the application of the concept would have repercussions on all parts of the education system - objective, methods, structures, etc. - and many questions were raised in this connexion. How should the school system be reconstructed in terms of life-long education? How should school and out-of-school activities be integrated? What meaning do age groups have in such a system?

(55) Delegates of developing countries pointed

out that the complexity of the problem was compounded by the persistence of illiteracy. Some delegates described their countries' efforts and experience in the field of functional literacy.

(56) Since the application of the concept of life-long education is a major innovation, all that was said by the previous "panel" on the subject is likewise applicable. Special reference was made to the rôle of the mass media.

(57) If life-long education is to achieve the results expected of it, certain conditions have to be fulfilled. For example, the problem of motivation has to be solved; the question of educational holidays has to be dealt with, etc.

(58) It has been stated that knowledge must be considered as an ongoing process and not as the end product of a stage of life. This is why "learning to learn" and the stimulation of self-education form the starting point of any life-long education. Similarly, it was stressed that life-long education involved a societal project, that it is not a neutral tool and that its use will produce a change in society.

(59) Some delegates suggested that "life-long education" be chosen as the subject of one of the next sessions of the International Conference on Education.

PART II: THE CHANGING RÔLE OF THE TEACHER AND ITS INFLUENCE ON PREPARATION FOR THE PROFESSION AND ON IN-SERVICE TRAINING

Introduction - The changing context

(1) During the first plenary meeting of the Conference Dr. M. Makagiansar (Indonesia) was elected Chairman of the Commission and Mr. H. Geerhardt (German Democratic Republic) and Mr. J.F. Porter (United Kingdom) Vice-Chairmen; Mr. N. M. Goble (Canada) was elected Rapporteur. The Commission held nine meetings, seven of which were devoted to the theme of the Conference "The changing rôle of the teacher and its influence on preparation for the profession and on in-service training". The eighth and ninth meetings were given over to the adoption of the recommendation and the report. The Commission had before it a working document (ED/BIE/CONFINTED 35/4), comprising a synthesis of the data received from Member States in response to IBE inquiries and communications as well as a preliminary draft recommendation (ED/BIE/CONFINTED 35/4 Add.). In addition, there were a number of reference documents (ED/BIE/CONFINTED 35/Ref. 1, 3, 4, 5, 6, 7) prepared by the Unesco Secretariat and in particular a joint position paper prepared by the four international teachers' organizations (IFFTU, WCOTP, WCT and WFTU). The Commission worked first as a whole body, then divided into two parts to discuss in more detail certain aspects of the special subject. It also set up a Committee to draft a recommendation on the changing rôle of the teacher and its influence on preparation for the profession and on in-service training.

(2) Opening the first session of the Commission, the President observed that a changing context created changing imperatives. He invited delegates to consider how the teaching profession could develop the capacity not just to react after the fact, but to foresee the direction of change and so to help young people to become creative participants in the change process.

(3) The representative of the Director-General suggested that the three key questions were the extent to which government policies took account of change in the rôle of the teacher, the nature of the relationship between social change and the teacher's rôle, and the implications of rôle change for the pre-service and in-service education of the teacher.

(4) Delegates pointed out that the essential change was in the social function of education, and that it was this that determined the rôle of the teacher. It followed that the processes and purposes of education must be brought into alignment with social goals and with the realities of society.

(5) This in turn imposed the need for sustained efforts to open the school to full and continuous interaction with society, to engage the various elements of society and the community in the process of changing educational policies and to engage the teacher and the student in a continuous encounter with the world outside the school. It imposed upon the teacher the duty of accepting, organizing and co-ordinating the educational potential of elements foreign to the traditional school - the various media of communication, cultural and artistic activities in the community, the specialized knowledge of professionals in various fields, and the practical wisdom and experience of workers in industry, crafts and agriculture. Social relevance and the democratic ethic both required that the teacher reach beyond mere instruction to become a guide to his pupils, an effective mediator between the young person and the confusion of the environment.

(6) This expanded function required a broadening and deepening of the teacher's own knowledge and understanding, required that he be keyed-in both to the cultural milieu of the student and to world currents of thought; and yet required that he see himself not as a prime source of knowledge, not just as a purveyor of facts, but as an orchestrator of learning and a helper in the development of the young person's own moral philosophy and world view.

(7) There were differing views on the nature of the orientation which education should adopt. Some argued that in a time of uncertainty about social goals the function of education was to develop the capacity for creative, self-confident response to an unknowable, unforeseeable future. For many developing nations the imperatives were to rediscover indigenous cultural values and the social realities of a post-colonial era, to strengthen national consciousness and pride, to rehabilitate practical learning and productive labour as against the élitist artificiality of colonial value systems, and to reach out as fast and efficiently as possible

for the technological skills needed for economic development. For States which were committed to a confident ideology, the priority was to integrate formal and non-formal learning, to co-ordinate the efforts of the school and of all other social instruments, so as to motivate the student to pursue the collective goal and place within his reach the scientific and technological skills needed for the task.

Response to change - preparing the teacher

(8) Concern was expressed about the practical meaning of all this for the teacher in the situations of real life. Confronted by over-large classes, striving to apply new humanistic approaches, faced by students who contested the adult view of contemporary life and by parents who contested educational innovation, what help might the teacher look for? Representatives of the profession pointed out that it was not without reason that teachers had been wary of capricious policy changes and sceptical of innovations decreed from above - not through negative conservatism, but through a healthy concern for professional effectiveness, concrete objectives and practical reality.

(9) Repeatedly the need was stressed for the validation of innovations through research and ordered development. Repeatedly it was stressed that regular in-service education must be available to teachers, to equip them with updated knowledge, new attitudes, new techniques - but that this must not, could not, be seen as a substitute for thorough initial training, and depended for its success, indeed, on good pre-service education complemented by experience. There was need, too, to train teachers in the arts of managing and co-ordinating various assistants and resource persons, and for systematization of the training of non-teaching assistants.

(10) In the divided afternoon sessions, speakers in Group A developed many of these points. Major trends of change were seen in the relationship between the State and the citizen, in the ways and customs of community life, and in technological and economic activity. The threat of instability and a sense of impermanence should be countered by concentration on the realities of productive work and exposure to the universality of scientific knowledge. Divergences between societal requirements for teachers and the possibility of meeting them must be attacked by every possible means, including drastic reforms in teacher education to make teaching more effective and more attractive. To make educational reforms real, teachers must be involved in their conception and elaboration as well as their implementation, and States must find the necessary funds. The overriding priority was to bring education and teaching into line with economic and social realities; otherwise it must lack innovative force. In some nations élitism and false prestige still had to be eradicated. Others faced social problems such as the implications of the rapidly increasing admission of women and girls to full participation in education.

(11) Emphasis was given to the constant need to balance the twin functions of teaching specific, necessary knowledge and of providing guidance, counsel and motivation for the personal and social development of the student. It was also pointed out that the extension of teacher responsibilities called for an adequate allowance of time and the incentive of appropriate remuneration - a serious problem for less affluent countries with a scarcity of teachers.

(12) In Group B, speakers stressed the need to educate teachers to clear awareness of the nature of social change, and to reach towards new relationships among teachers, students and the community, while preserving the central meaning of teaching. The rapidity of change, however, defying assimilation in conventional curricula, required that the school open itself to extra-mural influences.

(13) Teacher education must prepare the teacher to assume responsibility for integrating knowledge - that acquired outside the school as well as that which was formally taught - for the social integration of the individual into the community, and for the integration of the student into the world of work through guidance and orientation.

(14) Group B also stressed the need for research support. Considering the vast range of competences now proposed for the teacher, speakers asked which of these should be expected of all teachers, to what extent they might all be found in all teachers, and what specific skills should or could be identified as the basis for high-level specialization. How are the necessary skills to be sustained throughout the teacher's professional career?

(15) In particular, it was asked whether one person can be expected to combine effective formal instruction with the extended responsibility for social education and orientation which was now proposed, or whether we must think of two distinct kinds of teacher. There was concern that if the range of expectations were too broad, the teacher would lose his capacity to offer real expertise in the central area of his professionality. Also by becoming subject to the demands of so many functions, he would be in danger of losing his autonomy - of finding serious restrictions placed upon his ability to make professional decisions about priorities of concern.

(16) Both groups stressed orientation towards the future. The purpose of teaching is not to conserve but to promote change for the better. We ask the teacher to prepare our children for healthy participation in a kind of world which no one has yet experienced. The freedom of the teacher to accept and exercise this responsibility is the keystone of education; but the confident exercise of that freedom depends on the availability of a kind of teacher education, and of resources for reliable research and accurate evaluation, which do not yet exist.

Implications of change - the constraints of reality

(17) Proceeding, in general session, to summary discussion of the changing rôle of the teacher,

the Commission was sharply reminded of the gulf that exists between ideal theory and reality. The Chairman and the representative of the Director-General presented sobering reminders of the limitations implied in the quantitative projections with which the Conference opened. Delegates from developing nations pointed out the cleavage that existed between their countries and the more affluent industrial States. The most severe pressure for upgrading and expansion are bearing upon the countries with the most slender means at their disposal. Countries where schooling is by no means universal, and which have been unable to offer salaries sufficient either to attract the best students to a career in teaching or to justify the imposition of exacting criteria for recruitment and training, must now face the problem of rapid expansion with little to build upon and inadequate budgetary resources.

(18) Cost problems are not unique to the less developed regions. Even the more prosperous countries may find that the cost of maintaining the existing system precludes any great investment in innovation and research, and that the level of teacher remuneration is not high enough to provide attractive career prospects, an incentive to innovative effort, and a stimulus to voluntary involvement in developmental work.

(19) For many countries, indeed, the crucial problem at this time is the low level of proficiency of the existing teaching force. In their urgent efforts to recruit competent, enthusiastic young people, such countries find it very necessary to define the rôle that teachers are to be called upon to play and the basic principles which should govern their education and training.

(20) In the context of the new nations, it was stated to be essential that the teacher be a part of the struggle of the people for a better way of life. To do so he must move out from the traditional isolation of the school, identify with the daily life and the aspirations of the people, help young people and adults to interpret the events of their community and to relate them to the problems of the global environment, and help to organize the learning activities of various groups in society. This called for great adaptability and resourcefulness. In addition to bringing a new dimension to the traditional teacher function of leading people towards knowledge, it raised very specific questions about teacher preparation. It raised the serious question of selection criteria - possibly a task for an international working party.

(21) As a further reminder of the constraints of realism, it was pointed out that new or extended functions must be exactly defined. We must not plunge the teacher into a welter of vague and contradictory expectations.

(22) As to the type of preparation needed, it was observed that teachers know pretty well what their needs are. He who wears the shoes knows where they pinch. Even to take the trouble to ask the opinion of teachers would contribute to their motivation.

(23) It was repeatedly emphasized that pre-service teacher education was only a beginning. There is no such thing as a finally qualified teacher. There was general agreement, however, that initial preparation must seek a reasonable balance between theoretical studies and professional training, and that the latter could not be effective unless adequately trained tutors or consultants were available. Modern communications technology could be used to good advantage to maintain theoretical instruction during long periods of practice teaching, and the teaching profession should itself play a strong part, in collaboration with teacher education institutions, in the preparation of teachers in the school setting.

(24) It was suggested that some imperatives were inescapable or eternal. All future teachers should be urged to be aware of the need for human solidarity in a shrinking world, and for service to humanity rather than to discriminatory nationalism; and respect for life and ecology were prime imperatives in the formation of the teacher. Moral autonomy, sound reasoning, and the ability to communicate well would always be assets to the individual, whatever kind of world he or she might face.

(25) Discussions in divided sessions developed the above points. Recognizing that the teacher is a human being, with limited capabilities, and with his own life to lead, delegates sought to define priorities. The need for balance between academic, intellectual, theoretical and moral development on the one hand, and pedagogical skills and understandings (including teaching strategies, curriculum design, and the psychology of learning) on the other hand, was again stressed. This balance reflected the need, in the school, to maintain an appropriate balance between the traditional function of imparting authentic knowledge (a vital aspect of the teacher's rôle in an era when scientific knowledge is multiplying so rapidly and affecting society so deeply) and the wider social functions now proposed. It was pointed out that teachers must be given a sound grounding in scientific methods both because they must teach young people to apply scientific principle to the solution of problems and because they must be able to help their students to integrate, in a coherent philosophy, the flood of fragmented, partial and often inaccurate information to which they were now subjected in their daily lives. It was particularly important that pedagogical training incorporate the most recent scientific findings relating to child psychology and the learning process. Developing countries regretted that the cost of any lengthening of teacher education, and the interruption of supply which that would involve, led to overloaded programmes and insufficient teaching practice, and ruled out any adequate preparation for the extended rôle which, ideally, seemed so desirable.

(26) A first-stage goal of forming a broadly educated person, with a grasp of the basic theory and practice of teaching and a reasonable level of sensitivity to pupil needs, was generally seen to be desirable. Specialization, it was felt, could properly be deferred, though optional courses might help the student towards the choice of an appropriate speciality. The hierarchical structure that related the length of training to the age-group to be taught was questioned, and the

possibility of teacher mobility between levels of the schools was advocated.

(27) Not only was it considered important to provide substantial periods of practice teaching and to take advantage of new techniques of simulation and the like: it was also affirmed that initial preparation should lead to an induction period with a light teaching load and ready access to the guidance of teacher educators and experienced colleagues. Without that, enthusiasm was all too readily extinguished and promising teachers driven from the profession by frustration and discouragement. It was emphasized that the true reality of teaching was neither encountered nor comprehended until the teacher had had experience of direct responsibility for organizing the learning situation.

Continuing teacher education - policies and problems

(28) Belief appears to be strengthening that in-service training is a necessity, whether it be designed to offer at least a minimal craft competence to existing teachers who have not been adequately prepared, to enhance the qualifications of those who entered the profession in a time of lower criteria, to update the knowledge and renew the competence of teachers so that they may keep up with the development of their profession and the needs of pupils, or to provide refresher training to people returning from a period of absence from teaching.

(29) For teachers now entering the school system, it should be accepted that teacher education is in fact a continuous or recurrent process, of which pre-service education is only the initial phase. The later phases - periods of in-service education - should be pursued with the active collaboration of the profession itself, which has both the collective responsibility and the ability to identify needs and prescribe methods. Such an approach would allow appropriate regional variation in the implementation of overall policy.

(30) Practical considerations do, of course, arise. The reputation of in-service courses is a powerful motivation, but the question of other inducements, in the form of increased salary, higher category ranking, or promotion entitlement, must be considered. As in the case of pre-service education, every possible effort should be made to relate in-service education to the actual school situation. In both cases this might raise the question of remuneration, or compensation in other ways, for the teachers who acted as tutors or supervisors.

(31) Firm administrative structures and co-ordination of planning will be necessary to ensure a rational assignment of functions to schools, teacher centres, central workshop and seminar programmes, colleges and universities, and to clarify the rôle of administrators at various levels.

(32) The concept of in-service education as a normal expectation raises questions of considerable importance. Assuming that the phrase "normal expectation" implies compulsion, should the compulsion be on the teacher to participate in in-service training on some regular basis, or only upon the government to provide facilities for those teachers who choose to take advantage of them and so to enjoy whatever benefits such participation may confer? What kinds of structures and institutions might be set up to ensure a rational co-ordination of the efforts of various agencies? How exactly should government proceed to give effect to the general conviction that full involvement of teachers in the design and operation of these is indispensable?

(33) What measures can be taken to ensure that new technologies, including statistical competence and systems management skills, are exploited in order that the procedures established are rational and economical, and that they truly serve to simplify the complex task of improving the quality of social, cultural and individual life? How can international co-operation be promoted to ensure that the skills of each are available to all - with proper recognition of the fact that the specific training needs in the most disadvantaged regions, in the rapidly developing nations and in the most developed regions, are entirely different?

Towards a consensus

(34) All serious discussion reaches a stage where it appears to be more productive of questions than of answers. So it was with the Commission at this point in its pursuit of its assignment. Granted that the teacher is the central figure in the educational process (as was generally conceded), granted that, even in an entirely new concept of the school, it would still be necessary to identify familiar categories - teacher, learner, source materials and so forth; what changes, precisely, are we talking about in terms of the present situation?

(35) Change in a major social function must somehow be regularized in policy. How, then, should policy be developed? It was observed that there is a serious lack of understanding of the process of regulated change, even in the most developed countries, and that changes in educational policy cannot be divorced from politics and national policies.

(36) States, it was suggested, might ask themselves some key questions. To what extent are teachers associated with the development of new policies? How closely is educational policy linked to overall national policy? How much real freedom does the teacher have in transmitting knowledge to his pupils? In more specific terms: recognizing that the teacher cannot adequately be replaced by anyone else, what specific kinds of knowledge must he have?

(37) As delegates reviewed the outcome of previous sessions in the light of these questions, consensus began to emerge. It was noted that there was a marked orientation towards identification of the tasks of the teacher, and towards emphasis on the overriding importance of the teacher-pupil relationship. The expanded rôle now proposed would greatly lengthen the list of tasks, and would bring new dimensions to the relationship. Not all of these could be provided for in pre-service education, nor was it appropriate that training for all

of them be attempted before the teacher had undergone some significant period of practical experience. The case, then, was made for continuing teacher education.

(38) It was clear, too, that the expanded responsibilities of the teacher did not and could not require him to do everything himself, but rather to see to it that the student's needs were met by co-ordinating the participation of a network of agencies - otherwise his job would be unmanageable. This had implications for the choice of priorities in teacher education.

(39) Stimulated by questioning, delegates found relevant specifics in their own experience or their own imagination. One, attacking the cost problem head on, envisaged a transfer of the activity of in-service education into the realm of a social service, like insurance - a matching contribution from teacher and employing authority sufficient to finance half a year's leave every ten years to allow the teacher to follow an educational programme that would benefit both parties. Several others asserted flatly that continuous teacher education was the duty of governments and the right of teachers. There were reports of extraordinary efforts to build networks of regional centres, responsive to special local needs, supported by national institutes for basic scientific and pedagogical research; reminders that there must be flexibility of organization to reach and stimulate teachers - vacation and weekend courses (with the participation, where possible, and even on the initiative, of the teachers' own organizations), correspondence courses, use of radio and TV, stimulus by field consultants. The scope should extend to all personnel at every level. The central thrust should be towards an ever-increasing awareness of the psychological basis of the learning process, toward an accurate understanding of the stages of human growth and development and of the nature of individual difference, and a sensitive comprehension of the cultural milieu of the child.

(40) Nor could one ignore the individuality of the teacher. Early teacher education should perhaps be designed to neutralize the future teacher's own conditioning, and also to attune him to an understanding of the social goals which he was expected to pursue.

(41) The chronic problem of assimilation of the new teacher - the tendency for him or her to be converted rapidly to the conservative practices of the school, regardless of the teaching of the pre-service institution - must be attacked.

(42) This was another task for in-service education, since the preparation of new teachers might be rendered ineffectual if their experienced colleagues had not been exposed to new knowledge and new currents of thought.

(43) The next stage, of course, was to ensure that teacher educators were up to date, and that they were not influenced in their doctrines by their own memories of a school system that had already changed beyond recognition. It is a truism that teachers, regardless of their preparation, tend to teach as they are taught unless special efforts are made to help them establish their self-confidence in the newer mode of teaching. It is equally true that teacher educators, without provision for updating, may teach their students to teach as they were taught - by unconscious example if not by explicit directions.

(44) There are artificial distinctions that may have a misleading appearance of precision. "Qualified" and "unqualified" are less absolute terms than might appear. All teachers are "qualified" in that they have been deemed eligible for licence or certification. All are "unqualified" in that none ever reaches the point of having nothing more to learn.

(45) Practical caveats were offered. Too much insistence on academic education could produce an academic élite without competence to perform. It should not be assumed that classroom practice, without guidance, scientific analysis or evaluation, would improve a teacher's competence. Compulsion was a poor substitute for genuine motivation in in-service education. Language competence, as the most precious instrument of interpersonal communication, was of the first importance.

Educating the teacher educators

(46) Much that was said about teacher education applied, on the next level, to the education of teacher educators. The source of recruitment should be the teaching profession - as long as the teacher educator did not assume that his own experience was universally and eternally valid. The place for their education was the university. Though the atmosphere might be rarified, austere, cold, ultra-academic, even snobbish, they must have access to sound modern scientific knowledge and the broad currents of culture. Acceptance by universities of this responsibility could and should lead to the establishment of programmes for teacher educators in the implementation of which the vital human element would find its place.

(47) Properly organized, the supervision of practice teaching would be a continuous learning experience for teacher educators, keeping them in touch with the evolving school. There must be formal provision for in-service education for them too, however, in order to maintain their understanding of the changing social environment, of the values of the contemporary and traditional culture, of the latest research findings in learning psychology, of the instructional objectives in their areas of specialization and of new learning strategies.

Conclusion

(48) To suggest perfect agreement would be misleading. It is better to remember the Chairman's comment on the value of constructive disagreement as a stimulus to creative thought.

(49) Not all the questions posed by the working papers were answered, by any means; but the challenge which they posed did provoke a valuable examination of ideas, assumptions and attitudes.

(50) The outcome was a renewed confidence in the distinctive professionality of teaching,

conviction of the need for constant improvement in our understanding of the nature of the skills and knowledge that are the stock-in-trade of the profession (both for the benefit of the practitioner and for the guidance of those who must lead him towards autonomous competence), and acceptance of the need for a rational pattern of continuous teacher education.

(51) It was notable that delegates showed little inclination to discuss the non-teacher option for school staffing. Perhaps this was an aspect of their often-repeated commitment to the principle of professionality; perhaps it is one of those ideas that are more easily proclaimed than implemented; perhaps it is a concept that necessarily remains vague until realized in a specific local situation - a notion specific as to time and place, destroyed by generalization, made ineffectual by any attempt to institutionalize what is by definition not institutional. Or perhaps the appearance of the idea is a cultural phenomenon less widespread than is thought by some Western savants.

(52) Clear to the observer, and heartening, was the increasing willingness of nations to share their experience and their ideas, and the reality of the concern of delegates for boys and girls in school, for the men and women they will become, and for the nature of the society they will create. This statement was crystallized in the approval given to the desire expressed by one delegation that the nations of the world recognize that the teacher is the cornerstone of national progress and international understanding and on this account deserves the respect of all; that for these reasons a special year should be devoted to the teacher in appreciation of his invaluable rôle in building a new civilization based on respect for human rights; and that the mode of doing so be to proclaim an "International Teachers' Year".

PART III. RECOMMENDATION NO. 69 TO THE MINISTRIES OF EDUCATION CONCERNING THE CHANGING RÔLE OF THE TEACHER AND ITS INFLUENCE ON PREPARATION FOR THE PROFESSION AND ON IN-SERVICE TRAINING

PREAMBLE

The International Conference on Education, convened by the United Nations Educational, Scientific and Cultural Organization, meeting in Geneva, at its thirty-fifth session, held from the twenty-seventh of August to the fourth of September, nineteen hundred and seventy five,

Having regard to the relevant conventions, recommendations and declarations adopted at the international level, which are applicable to educational personnel, and more particularly to the Recommendation concerning the Status of Teachers, adopted by the special Intergovernmental Conference (1966) and the Revised Recommendation concerning Technical and Vocational Education, adopted by the General Conference of Unesco at its eighteenth session (1974),

Considering the rapid changes brought about by economic, scientific, technological, social and cultural progress in the modern societies as well as national aspirations,

Recognizing that changes in the teacher's rôle resulting from changes in society and in education have an effect on initial and on in-service education of various categories of teachers, and other personnel in education, as well as on their status and conditions of work,

The International Conference on Education,

Adopts on the third of September, nineteen hundred and seventy five, and submits for consideration by the Ministers responsible for education and the competent authorities and agencies in the various States and appropriate international bodies, the following recommendation:

A. UNDERLYING PRINCIPLES

1. Coherent policy and action in the field of teacher education and in the field of their employment and conditions of work should be based on the following principles:

   (a) Whatever are or will be the changes in the education system, the teacher-learner relationship will remain at the centre of the educational process and therefore better preparation of educational personnel constitutes one of the essential factors of educational development and an important condition for any renovation in education.

   (b) To improve the contribution that education makes to international, national, social, economic and cultural development, fresh efforts in teacher education are required but these presuppose that education authorities in Member States take account of the directions of change in the rôle of the teacher and the factors involved.

   (c) All appropriate forces of the society should be involved in the definition of the aims and objectives of education and consequently of teacher education. In this definition of purposes and objectives, teachers should take a responsible part, together with their professional associations or groups.

   (d) All aspects of teacher education, including access thereto, should be free from any form of discrimination on grounds of race, colour, sex, religion, political origin, economic condition, etc.

(e) Specialists from other professions and other people from the community should be appropriately involved in the process of education.

B. THE RÔLE OF THE TEACHER

2. Teachers and administrators of all categories and levels should be aware of the rôles played by them in the present state and development of education. They should understand that their rôles and functions are not fixed unchangeable categories, but are evolving under the influence of changes taking place in society and in the education system itself.

3. Despite the diversity of education systems and of arrangements for teacher education throughout the world, there is a general need for fresh national scrutiny, in a realistic manner, of the teachers' specific tasks and functions in terms of national policies and legislation. Such national analyses, with the participation of teachers themselves, should lead to the establishment of professional profiles for all categories of teachers and other educational personnel with clear definitions of the rôles and functions assigned to them by the society.

4. Measures should be taken to ensure that conditions exist for serving teachers and future teachers to be aware of the changes in the teachers' rôles and to be prepared for new rôles and functions:

   (a) The teacher is engaged more and more today in the implementation of new educational procedures, taking advantage of all the resources of modern educational devices and methods. He is an educator and a counsellor who tries to develop his pupils' abilities and interests and not merely to serve as a source of information and a transmitter of knowledge; the teacher plays a principal rôle in providing his pupils with a scientific world outlook.

   (b) Since the rôle of the school is no longer limited to instruction, the teacher, apart from his instructional duties, has now to assume more responsibility, in collaboration with other educational agents in the community for the preparation of the young for community life, family life, productive activity, etc. The teacher should have more opportunity for involvement in extra-curricular and out-of-school activities, in guiding and counselling the pupils and their parents, and in organizing his pupils' leisure time activities.

   (c) Teachers should be aware of the important rôle they are called upon to play in the local community as professionals and citizens, as agents of development and change and be given the possibility of practising that rôle.

   (d) It should be recognized that the effectiveness of school education depends largely upon the development of new relationships between the teacher and his pupils, who become more active partners in the education process; between the teacher and his colleagues and other agents who may be called upon to co-operate with him; between the teacher and his pupils' parents and others in the community concerned with the process of education.

C. OTHER PROFESSIONALS AND SPECIALISTS IN EDUCATION

5. With the development and the continued diversification and enlargement of the function and programmes of educational establishments at various levels, the need may arise to use other professionals and specialists in the education system on a full-time or part-time basis to participate with the teachers in the realization of the education programme. This practice should be encouraged, taking into account the experience of Member States, and be recommended for wider implementation wherever it has produced positive results, provided that educational responsibility remains in the hands of qualified teachers.

6. In each case it is important to analyse the national situation in order to identify the categories of personnel desirable in the educational process apart from regular teachers and at the same time to identify and eliminate administrative or institutional obstacles which may retard or make it difficult for such personnel to participate widely in the education process.

7. The same analyses should be applied to other personnel appointed to assist teachers and school administrators in non-teaching duties, both in the administrative and in the technical sectors, in order to improve the efficiency of the school and of the teacher.

8. Other professionals and specialists engaged on a full-time or part-time basis should receive pedagogical training either prior to or during their work at the educational institution.

D. INFLUENCE OF THE CHANGING RÔLE ON PREPARATION FOR THE PROFESSION AND ON IN-SERVICE EDUCATION

General considerations

9. If education is to meet the demands of our time and of the coming decades, the organization, content and methods of teacher education must be constantly improved. In particular situations, a search for new educational strategies and concepts should be undertaken, taking account of the special social and cultural conditions under which the school and the teachers must perform their basic functions.

10. In view of the continuous renovation and development of general and pedagogical knowledge, and of the constant change taking place in education systems and the increasingly creative character of pedagogical activities, it does not seem possible to equip the student teacher with knowledge and skills which would be sufficient for his whole professional life. Therefore, the initial preparation for the profession, pre-service education and training, should be considered as a first fundamental stage in the process of the continuous education of teachers.

11. Hence a comprehensive policy is needed to ensure that teacher education is reorganized as a continuous co-ordinated process which begins with pre-service preparation and continues throughout the teacher's professional career. In such a system, pre-service and in-service education should be integrated, fostering the concept of life-long learning and the need for recurrent education.

12. In-service education should not only permit professional updating but should also ensure the necessary professional mobility by preparing educational personnel to assume new functions and responsibilities.

13. Such a comprehensive policy of teacher education should include provision for pre-service and in-service training of educational personnel of various categories and of various levels, including inspectors, supervisors and other administrators as well as other professionals and specialists engaged in education.

14. At the level of educational policy with regard to in-service education the four principles which it seems most important to apply are:

    (a) continuity designed to keep the teacher continually aware of new developments in the education system and in the field of educational research and to expand his knowledge and skills in his particular subjects;

    (b) comprehensiveness that will involve all those who participate in the education process - various categories of teachers, school administrators and inspectors, teacher educators and others;

    (c) establishment of an organizational framework with appropriate funding and staff provisions, making possible the participation of all educators in various forms of in-service education and the mobilization, in collaboration with all institutions concerned, of all the resources likely to contribute to such training;

    (d) involvement of various categories of educational personnel in the definition of in-service teacher education policy, objectives and programmes and their implementation as well as in educational research.

Preparation for the profession

15. Taking into account the fact that there are, and always will be, changes in all aspects of social, cultural and educational life which will influence the rôles and functions of teachers, it is essential to make future teachers aware of these changes and to prepare them for the profession with this in mind. This underlines particularly the importance of the development of the personality of the teacher in the course of his training and the development of his readiness and capacity for further training and self-education.

16. Within the context of existing educational legislation there should be flexibility for adapting rules, regulations, professional statutes, so as to facilitate progressive changes in the initial and continuing education of teachers, the formation of teacher teams which would include persons performing appropriate educational rôles, the provision of incentives in career situations and prospects, etc. Accreditation and certification procedures should be geared to the new rôles of teachers.

17. From the point of view of content, initial teacher education should enable the future teacher to acquire the necessary professional preparation for new rôles and functions, and should provide a basis for continuing professional development in the framework of life-long education for teachers. The development of the curriculum for teacher education courses should be linked closely with curriculum developments in the schools.

18. Considered from the point of view of general principles and aims, the programmes of initial teacher education should:

(a) Relate closely to rôles and functions expected of the teacher today and prepare the future teacher not only for his instructional rôle but also for the variety of rôles and functions demanded of him by the society and the development of education. Teachers are now more and more involved in various extra-curricular and out-of-school activities and should be prepared so that they will be able to combine teaching and up-bringing into the single process of developing personality.

(b) Prepare future teachers to use effectively and for the benefit of learners all the facilities and resources offered by the social and cultural environment.

(c) Give an opportunity for student teachers to experience these new rôles and functions during the training period, by giving them responsibilities in the administration of teacher education institutions, by establishing closer links with various educational institutions and providing practical training so as to develop the students' initiative, responsiveness, resourcefulness and adaptability to change, and so enable them in the future to assume such new rôles and functions as may appear.

(d) Provide for and ensure the student teachers' personal and professional self-development, so that they will be prepared to continue their education and development in the future either by self-education or by seeking to attend courses of in-service training and also prepare them to develop the same aptitudes in their pupils.

(e) Include adequate provision for general and professional, theoretical and practical preparation. The studies of specialization should be up to date and interdisciplinary in character and cover not only the facts but also the fundamental concepts, principles, structures of subjects so that students acquire an interdisciplinary framework within which they can continue to gain new knowledge independently during their professional life, taking account of the latest developments in the field of their specialization.

(f) Include ample provision for professional development, both theoretical and practical, including introduction to problems of educational research and its application, to elements of experimental technique in education in order to facilitate teacher participation in educational research and strengthen the links between training and research.

(g) Prepare the teacher for the effective use of educational technology, including the media of mass communication.

In-service education

19. Continuing education should be an integral part of the teacher education process and should therefore be arranged on a regular basis for all categories of educational personnel. Procedures should be as flexible as possible and adaptable to teacher's individual needs and to the special features of each region, taking into account developments in the different specialities and the extension of knowledge.

20. The functions of teacher education institutions should be extended not only to provide for the pre-service education of teachers but also to contribute substantially towards their further education; it is thus desirable that these institutions provide pre-service education and continuing education.

21. Special regional centres should also be developed for this purpose and also to provide initial in-service education for those teachers, particularly in developing countries, who did not receive adequate preparation before starting teaching.

22. Teachers' organizations should be encouraged to contribute to the continuing education of teachers by initiating opportunities for teachers to meet and work together on common problems. Conferences, seminars and courses organized by teachers' organizations may represent a significant measure in encouraging teacher development by the profession itself.

23. Self-education of teachers should be considered as an important element in their continuing education. The educational authorities and educational research and documentation centres should help the teachers to organize their individual in-service education by providing guidance, the necessary documentation and literature, library facilities, etc., and by making the necessary time available.

24. In order to make continuing education more effective and to reach educators in remote regions, extensive use should be made of radio, TV and correspondence courses. The combination of short full-time courses with long periods of multi-media programmes, including radio, TV and correspondence courses may provide one immediate solution of in-service education of the broad mass of teachers.

25. The strengthening of the continuing education of teachers as required at all levels of the system, from early childhood education to the tertiary level and adult education, will require considerable efforts on the part of education authorities. Such efforts include the quantitative analysis of teacher supply and demand in the country and the working out of national or regional plans for the continuing education of teachers.

26. Present rules, regulations and statutes should be so modified as to recognize the importance, necessity and effect of in-service education, to take into account the developments in its organization which have already occurred and to provide a legal right for all educational personnel to take part in continuing education.

27. Measures should be taken to give all full-time or part-time specialists working in education the opportunity for in-service education and at the same time to ensure that their professional experience benefits other teachers.

E. STATUS OF EDUCATIONAL PERSONNEL

28. (a) It should be recognized that the social and economic status of teachers and the level of appreciation of their rôle are important for the quantitative and qualitative development of education;

(b) Special attention should be paid to the status of women teachers and their educational opportunities, especially their reintegration into the educational service after absence due to family responsibilities.

29. It is desirable, however, that the improvement and adaptation of the existing administrative and socio-economic status of teachers to new requirements should also permit an enlargement of scope so as to make the education function accessible to a much greater number of competent people available in the community, at least for part-time participation in the educational activities.

30. For this purpose, it is desirable that an administrative, social and economic status should be granted to these specialists consistent with their rôles and functions.

31. The Recommendation concerning the Status of Teachers (1966) should also be revised in this sense, and its proper application should be promoted.

F. PARTICIPANTS IN THE EDUCATION OF TEACHERS

32. Whatever may be the intentions to improve or to reform the education of teachers, the practical realization of such intentions will greatly depend on the quality and initiative of those called upon to participate in this activity. In order to prepare future teachers to assume new rôles, such persons should in their own turn be competent psychologically, scientifically, academically and practically to educate teachers in this way.

33. Consequently, those responsible for educational policy should give more attention, in general, to the problem of the preparation of those called upon to contribute to the education of teachers. The continuing education of such persons is an essential aspect of educational strategy, which involves, notably, the contribution of universities and specialized institutions. Resources devoted to these purposes are likely to have a maximum multiplier effect.

34. Those responsible for the education of teachers should have at their disposal all the necessary means of keeping abreast of progress achieved in the field of education and of new methodologies and approaches concerning their specific functions.

35. Such persons should be competent to prepare teachers and other educational personnel for various specializations and functions in education and also for professional mobility, and should be in a position to promote among them the right attitudes towards innovation and towards life-long education.

G. REGIONAL AND INTERNATIONAL CO-OPERATION

36. Co-operation in the field of initial and in-service teacher education should be carried out at bilateral, regional and international levels. The effect of such co-operation will be:

(a) to promote the formulation and to support the application of policies and plans for the pre-service and recurrent education of teachers and other specialists at all levels and for all types of education in order that education systems may better contribute to economic, scientific, technological, social and cultural progress;

(b) to facilitate programmes and activities for the education of teachers, teacher educators and various full-time and part-time specialists required for improving formal and non-formal education at all levels;

(c) to encourage structures, programmes and methods facilitating the introduction of appropriate innovations in initial and continuing education for all those who may be called upon to assume educational responsibilities;

(d) to encourage the Member States to collect and to disseminate all possible information about their policies and plans concerning teacher education and also to undertake case studies and comparative studies of such policies and plans;

(e) to recognize the diversity of situations in the development of education, to work out appropriate strategies in the field of teacher education and to intensify policies of assistance in this respect.

37. Regional organizations and international organizations, like Unesco, interested in the training of educational personnel, should help to establish a world network of documentation and information centres likely to stimulate and to support renovative action undertaken in various States, fostering the exchange of information on innovations between the institutions and services responsible for initial and continuing training of educational personnel.

38. Unesco is invited to give priority in its programme to such important aspects of training of educational personnel as are mentioned in this Recommendation: to search for new strategies, rôles and functions of various educational personnel, continuing education, wider participation of people other than regular teachers in education, etc. In particular, Unesco should seek to increase concerted international action to support developing countries in their efforts to provide systems of continuous education for their teachers.

39. It is desirable that Unesco, in collaboration with the Member States' competent authorities, should study the possibility of extending the scope of the Recommendation concerning the Status of Teachers (1966) so as to cover various categories of full-time and part-time educational personnel.

PART IV. REPORT OF THE WORKING PARTY ON THE INTERNATIONAL STANDARD CLASSIFICATION OF EDUCATION (ISCED) AND RECOMMENDATION NO. 70

Report

1. The Working Party met to examine the working document ED/BIE/CONFINTED 35/5 and the reference document ED/BIE/CONFINTED 35/Ref. 8 concerning ISCED.

2. The Working Party was composed of representatives from the following delegations: Bangladesh, Canada, Denmark, Egypt, Finland, France, the Federal Republic of Germany, Ghana, Hungary, Indonesia, Morocco, Netherlands, Nigeria, Oman, Poland, Qatar, Spain, Sweden, Switzerland, Togo, Uganda, the United Kingdom and Yugoslavia. A representative of the United Nations also participated. The meeting elected as its Chairman Mr. P. Himmelstrup of Denmark and as its Rapporteur Professor N.O. Anim of Ghana.

3. The Working Party,

Considered and discussed some issues raised by an examination of the International Standard Classification of Education (ISCED) and its implications;

Approved of ISCED as an appropriate instrument or framework for the compilation and comparison of statistics of education;

Underlined the benefits that ISCED could bring to educational planning, research and documentation;

Noted that ISCED would greatly enhance the international compilation and comparison of education statistics as such and their use in conjunction with manpower and other economic statistics;

Stressed that greater efforts should be made at both the national and international levels in improving education statistics for which ISCED would be a useful tool;

Accepted the general criteria used for fields and levels of education as the best indicators available at present, but emphasized the need to examine the proposed and other possible alternative criteria that might be used to distinguish between levels of higher education, both in the light of experience of the application of ISCED, and through specific studies;

Considered that endorsement of ISCED by the International Conference on Education would necessitate the revision of the 1958 Unesco Recommendation concerning the International Standardization of Educational Statistics.

Recommendation 70

The International Conference on Education, at its 35th session (27 August - 4 September 1975),

Having examined the item on the International Standard Classification of Education (ISCED) placed on its agenda by the Director-General,

Adopts and submits to the Director-General for appropriate action the following recommendation:

1. To Member States, Unesco and other international and regional organizations

The adoption and application of ISCED as a basic standard in all international reporting of statistics on education.

2. To Member States

(i) that they consider the adoption and application of ISCED or a classification system compatible with ISCED for national purposes, and (ii) that they furnish Unesco, upon request, with a chart and description of their own educational systems to show the links with the ISCED structure, with a view to use in publications.

3. To Unesco

(i) that it provide the necessary support to Member States in the application of ISCED, and undertake a programme of work in collaboration with Member States designed to improve ISCED in areas such as the criteria used for defining level-categories in higher education, the coverage of adult education, and other methodological problems related to the application of ISCED, and (ii) that it begin the legal process of revising the 1958 Recommendation concerning the International Standardization of Educational Statistics to make it compatible with ISCED.

ANNEX I

Opening speech by Mrs. M. Vlachihova
Head of the Czechoslovak delegation

Ladies and gentlemen,
Distinguished delegates,

Allow me, as the head of the delegation of the Czechoslovak Socialist Republic, to extend a warm welcome to the official participants in the 35th session of the Unesco/IBE International Conference, those delegates from countries all over the world who have taken part in the work of the Conference before and more especially those of you who are amongst us for the first time.

Two years have passed since we last met. These have been years of fruitful endeavour in the field of educational development and at the same time they have been marked by international efforts to establish conditions for peaceful creative work directed towards the further development of society. The results of this work augur well for the future. Many of us well remember what hopes were entertained by delegations at our session two years ago in connexion with the fact that the start of our 34th session coincided with that of the second stage of the Conference on Security and Co-operation in Europe.

Today we can see that our hopes and expectations were well founded. The leaders of 33 European countries, the United States of America and Canada have solemnly set their signatures to the documents of that conference in Helsinki. Thus a new stage in the history of Europe has begun, and we firmly believe that in the life of all mankind this will be a stage of peaceful co-operation by all countries, regardless of their different social and political systems. This is a worthy fulfilment of the testament of all those who in the Second World War, the most terrible of all wars, made the supreme sacrifice, laying down their lives for the victory of peace and progress.

We recall this now because we are convinced that it is a matter of decisive significance to the upbringing and education of the young. To live in peace is an essential prerequisite if the younger generation is to be able to develop fully and in every way and to prepare itself for life and work in society in the spirit of the ideals of freedom, democracy and progress. This is why we are so gratified by the results of the Helsinki Conference.

Furthermore, the 30th anniversary of the victory over fascism which has this year been celebrated by the entire progressive world reminds all of us who bear responsibility for the education of the young of our duty to bring them up in a spirit of peaceful coexistence but at the same time to imbue them with intolerance towards injustice, racism and despotism. We may confidently say that the general climate in which our Conference is meeting is extremely favourable for our work. We believe that a spirit of co-operation, a seeking after that which unites us, and a desire to understand and help one another will also mark our Conference.

The task of our Conference is to discuss how schools have developed in the past two years in individual countries and to draw general conclusions from this for the future. We have to find the best possible ways of extending the democratization of schooling and education, of ensuring the equality and availability of education for all children and raising the standard of education to make it instrumental in the further development of society. We believe that each country will make its positive contribution in this respect. We are not concerned with showing each other who is best at what. What we must do is work together to find ways of ensuring that the younger generation is better prepared for peaceful work.

The second task of our Conference is to discuss questions related to the changing rôle of the teacher and hence changes in his training and further education. This is a truly fundamental question since the teacher is an important factor in education and the standard of teaching is of decisive importance in the training of the future generation. The decisions that are taken by our Conference on these questions will therefore undoubtedly be of special importance for the development of education in all countries.

As you are all aware, on the initiative of the United Nations this year has been proclaimed International Women's Year. Since the overwhelming majority of teachers in all countries are women, we ask you to bear this in mind when engaged on the problems of teachers and to consider how the task of women teachers may be facilitated and conditions created in which they may successfully carry out their appointed dual rôle as good mothers and good teachers of the children entrusted to them.

ANNEX II

Address by Mr. Amadou-Mahtar M'Bow
Director-General of the United Nations
Educational, Scientific and Cultural Organization

Madam President,
Mr. President,
Ministers,
Mr. President of the Council of the International Bureau of Education,
Your Excellencies,
Ladies and Gentlemen,

It is an honour and a pleasure for me to participate with you in the opening of the 35th session of the International Conference on Education.

I should like first of all to express my deep gratitude to the Swiss Federal authorities and the authorities of the Republic and Canton of Geneva for the generous hospitality they have always shown to the International Bureau of Education.

The 34th session of the International Conference on Education coincided with the celebration of the one-hundredth anniversary of Edouard Claparède, the precursor and founder of the International Bureau of Education. It is fitting that we should pay a tribute today to this exceptional man and to the past Directors of the IBE, Pierre Bovet, Marie Butts and Pedro Rossello, as well as to the world-famous Jean Piaget, for having founded in 1925 - half a century ago - and kept alive this institution which in 1929 was to become the first intergovernmental organization in the field of education. During these 50 years, which have been characterized by a conflict of unprecedented violence and profound upheavals in all spheres of life, the International Pureau of Education has not only survived all vicissitudes but has continued to grow and to serve a constantly increasing number of Member States, which has risen from 68 in 1969, the year of its incorporation into Unesco, to 135 at the present time. With the help of all, and particularly that of the educators of the whole world, may it continue and intensify its activity on behalf of the international community, whose general progress is directly linked to that of education.

After having discussed wastage on education in 1970, relations between the pupil's environment and his chances of success in 1971, and the connexions between education, training and employment in 1973, your Conference is about to consider, at its present session, the problem of "The changing rôle of the teacher and its influence on preparation for the profession and on in-service training". However, as at the preceding sessions, your general debate will deal first of all with the main trends in world education, through the experience gained in your various countries. After all, now that the tradition is solidly established, what could be more natural than to measure the progress made during the two years that now separate the successive International Conferences on Education, to assess the difficulties which have been encountered, to evaluate successes, to reflect on failures, to identify the major trends which are emerging, in order to make a better start in new directions, for everybody fully realizes that the speed of present changes leaves education no alternative but to develop in its own turn so as to fulfil the expectations of both the young and the old and to meet more satisfactorily the needs of societies.

In order to do this, it is important to bear in mind the resolutions adopted by the General Conference, first at its seventeenth session concerning the International Commission on the Development of Education and, secondly, at its eighteenth session concerning, among other things, the objectives to be used as a basis for medium-term planning (1977-1982), Unesco's contribution to peace and its tasks with respect to the promotion of human rights and the elimination of colonialism and racialism, the establishment of a new international economic order and Unesco's efforts concerning the improvement of the status of women. For it would be impossible to encourage innovative education without taking into account the need to ensure its democratization, which presupposes the use of all the available means within a society in order to make it as widely available as possible to all and at every moment of their lives. However, the world being what it is, it also goes without saying that international solidarity should take more energetic forms in the field of education, with a view to narrowing the gap which is constantly growing between developed countries and developing countries. For it is education which enables men to acquire the ability to fulfil their destinies, by helping them to master the process of development in the broadest spirit of tolerance, peace and brotherhood.

In document ED/BIE/CONFINTED 35/3, therefore, you are invited to study essentially the following three topics: innovations in education, the implications of life-long education for the structure and content of the different types of education, bearing in mind the relationship between school and life; access to education, with particular emphasis on higher education. Because the sessions of the Conference are so short, it did not seem possible to propose a larger number of questions for your consideration. Besides, these topics were chosen by the IBE Council from a list containing many more which the Secretariat had drawn up on the basis of the replies of Member States to the questionnaire sent to them.

The reason why innovation is included among the topics proposed is that the structures, programmes and methods are inadequate to meet the needs of the new situation, especially that caused by the population explosion, the unprecedented acceleration of scientific and technological progress and the democratization of teaching, and hence seem to require far-reaching transformations - although to a different extent in different countries - which can only be brought about by overall efforts aimed at supplying new and more appropriate solutions for the present problems of education.

Which of these innovations will really bear fruit? What should be the scope, tempo and ways and means of introducing these innovations? How should they be fitted into the framework of overall planning? These are some of the essential questions which arise, for, in the last analysis, it must be possible to extend an individual innovation, once it has proved its worth, to the education system as a whole in order to justify its inclusion in a global policy of educational development. And, before adopting an innovation, it must not be forgotten that, in the words of a distinguished educator, "the general application of a successful experiment is only possible if the necessary material means are available and if only ordinary qualifications are needed to carry it out"(1).

International co-operation can be particularly fruitful in matters of innovation if it enables each country to benefit by the experience acquired elsewhere. For this purpose, an International Educational Reporting Service for information and studies concerning educational innovations has been set up in the International Bureau of Education. Its activities are financed by voluntary contributions by Member States or private organizations, to which at this point I should like to address my warmest thanks. With the assistance of Unesco's Regional Offices for Education, this Service is engaged in collecting detailed information about innovative measures and in publishing relevant case studies. Moreover, the International Bureau of Education has equipped itself with a computer station which connects it to the information system of the United Nations and to national systems whose data banks supply extremely detailed information, thus making it possible to process information which is better adapted to the highly developed documentation on education. Similarly, Unesco, pursuant to a decision taken by the General Conference at its seventeenth session, has established an Asian Centre of Educational Innovation for Development, which operates within the Regional Bureau of Education for Asia in Bangkok and which harmonizes the research and innovation work of the national institutes of 17 countries in 6 fields of education and ensures the necessary exchanges and collaboration between them. It is planned to establish centres of the same kind in other regions of the world.

At the initiative of the IBE Council, item 6 of your agenda relating to major trends in education has been supplemented by a sub-item 6.1 relating to the International Standard Classification of Education (ISCED), which is the subject of document ED/BIE/CONFINTED 35/5. In addition, the Intergovernmental Meeting of Experts to review ISCED and its implications, which was held in Paris in December 1974, suggested that, in the light of this classification, the recommendation adopted by the General Conference in 1958 on the subject of the international standardization of educational statistics should be revised and expanded. For this purpose, a preliminary document should be submitted in 1976 to the Executive Board, which could, in turn, place it before the General Conference at its nineteenth session. But this process of revision, the importance of which I hardly need to emphasize, cannot be undertaken unless your Conference adopts a recommendation to this effect.

I now come to the principal topic which is submitted for your consideration, namely, the changing rôle of the teacher and its influence on preparation for the profession and on in-service training. It seems unnecessary for me to stress the importance of this question, but perhaps it can never be too often repeated that in the matter of teaching the educator continues to play a fundamental rôle. The success of any educational undertaking depends first of all on its aptitudes and qualifications, and innovation itself has no prospects of success unless it is stimulated by teachers who know their business and carry it out conscientiously and with devotion.

However, the projects of teacher requirements in 1985, which appear in document ED/BIE/CONFINTED 35/Ref. 1, show the immensity of the task which the Member States will have to tackle in this field. The problem is so vast that the traditional approaches to the recruitment, training and advanced training of teachers will probably soon be found to be inadequate in many cases and it will be necessary to resort, to new, not to say purely innovative, solutions.

Document ED/BIE/CONFINTED 35/4, which is based on information supplied by the thirty-six Member States whose replies arrived in good time, underlines the need to make radical changes in the direction followed hitherto in this field and indicates certain lines which research might take. First of all, however, our thoughts should

(1) Jean Capelle: "Vers l'école de l'an 2000" (Towards the school of the year 2000), Le Monde, 14 June 1975.

concentrate on the professional and human profile of the teacher, as it is now and as it is likely to change under the pressure of many, often quite conflicting, demands.

Section II of document ED/BIE/CONFINTED 35/4 indicates the main factors influencing the teacher's rôle today. Of course, at first sight, this rôle appears to be on the whole unchanged: to provide the younger generation with an intellectual and moral training which would both ensure and prepare for their personal development and their active integration into society. However, although the visible outlines of the function of education appear to be very much the same in one period as in another - so much so as to seem universal - many new elements and aspects are now giving a specific character to contemporary education and in this way bring with them changes which cannot be ignored. It would be platitudinous to mention the new forms of division of labour which are evolving among the teachers themselves, or the new kinds of relationship which are being formed between teachers and pupils, in response to factors as varied as the evolution of the economic system, scientific and technological progress, the spread of knowledge and the proliferation of sources of information.

In addition, various social and cultural factors contribute to the profound transformation of the conditions under which the teacher exercises his profession. In consequence of the development of the social conscience of communities, the general public and particularly the pupils' parents wish to be associated more actively with what happens at school. Nor can the turbulence of youth fail to influence the teachers' conception of their profession and of their relations with their pupils. The whole evolution of ideas and customs ought to be taken into consideration for the purpose of adapting the teacher's rôle to the demands of the modern world.

Obviously, in this vast flow of ideas, particular importance should be given to the currently held notions of education and of the principles that should govern it. Among the factors which have greatly contributed to modifying what I shall call the general problematics of education and hence the training of educators, both in the developing countries and in industrialized countries, the most important is no doubt the progressive and irreversible acceptance of the idea, first, that education should last throughout life and, secondly, that it should transcend its traditional scope and assume the dimensions of a function of society as a whole, so that everyone may benefit and, if need be, take an active part in it. It is clear that such an option in favour of the democratization of teaching and life-long education involves an upheaval of the structures, contents and methods, the full extent of which is not, unfortunately, calculable as yet.

In order to contribute to this interpenetration of the teacher's rôle in social life, the educator must, quite apart from the simple imparting or organization of knowledge, pay attention to the multiple aspects of the community life of the environment, and become the witness and interpreter of the longings for a more human and just life which are being expressed around him. In the industrialized no less than in the developing countries, schools must become living centres of animation and collective action, if they want to remain faithful to their true vocation, which is to lead the rural and urban masses whom they are to teach to a greater awareness of their condition and to arouse in them the will to change it. If schools are thus integrated into the social fabric and attuned to a changing world, they may become privileged instruments of progress, both for children and adults, individuals and basic nuclei or organized community groups. It is in any case only an apparent paradox of history that such a concept of the social rôle of the school, implicit in the very modern concept of life-long education, coincides with the age-old educational traditions which were quite unaware both of the artificial distinction between school and out-of-school activities and of the separation between the acquisition of intellectual tools and the learning of the techniques of productive work.

Very much on the same lines, we should stress the close link between education and culture, if by culture we mean the phenomenon by which the living heritage of traditions and thought which gives a nation its originality and determines its identity, is perpetuated and enriched. In developing countries particularly, this concern tends to give added importance to the action of educators, which, much more than an active principle in development, should be considered in some way as the guarantee of this deep trust that each nation owes to itself.

Having identified the different factors influencing the teacher's rôle, you will be called on to consider what form teacher training, its programmes and methods might take as a consequence. Sections III and IV of document ED/BIE/CONFINTED 35/4 deal with this question and contain valuable data, provided by Member States, that should help you to find an answer. I hope that the examination of these data in the plenary will enable you to bring out their complementarity and to draw up a set of principles which will constitute at least an outline of a strategy and general policy on the subject. It will be for each Member State to adapt these principles to its own special needs and to its own aspirations.

In this connexion there is one important aspect of the training of teachers which will surely not fail to attract your attention. Because of the considerable volume of information which the child, like the adult, receives from the mass media, it is indispensable that the teacher should teach his pupils how to sift, screen and classify this vast and heterogeneous mass of facts, inaccurate interpretations and more or less tendentious messages. Admittedly, it is not a new idea that one of the objects of school instruction should be to train the child to exercise his judgement. Whereas, however, until not long ago, this function was performed by an untroubled teacher on the basis of facts chosen by himself, nowadays the teacher has to perform his essential

training function in an atmosphere of agitation, contradiction and often violence in the outside world, and is faced by the powerful instruments of the press, cinema, radio, television and computers.

At this point we note what is perhaps the most original aspect of the teacher's new rôle: the capacity to create, co-ordinate and manage situations of apprenticeship that have their origin and conclusion not exclusively inside the school building but which draw on all kinds of contributions, stimulation and information from a most varied and diversified cultural and technological environment. Apart from its customary requirements, the teacher's fundamental rôle will involve also, on the basis of an evaluation of the pupil's initial threshold - child, young person or adult - helping him to get organized and to find his way in the thicket of all the potential forms of knowledge open to him in order that he should become at the same time the artisan and the manager of his own knowledge.

So far-reaching a transformation in the teacher's essential function calls for a corresponding renewal in his training. At the present time, in most countries innovation in this field is reflected in a gradual shift from largely theoretical training - geared to the acquisition of knowledge - towards more practical training - focused both on the development of knowledge and know-how - and by the appearance of the notion of continuing training of educators.

A sufficient academic level is, of course, indispensable to any practitioner in the field of education, according to the level of his teaching, but the idea of basic professional training is unavoidable, even irrespective of the general level of the knowledge required.

But the professional training is evolving fast, thanks to the development of methods of training that are linked no longer exclusively to the content but to a mastery of pedagogical situations. The purpose of these methods is to give due consideration to what is permanent in the educator's profession, whatever might be the functions, the levels, or the disciplines in question. Their object is to promote self-perception, professional development, the progressive acceptance of responsibility. I would mention, for example, the exercises of micro-instruction leading to the acquisition of special skills, like interrogation, self-criticism on the basis of a recorded performance (autoscopy), the acquisition of techniques of expression and co-operation by oral, physical, and audio-visual means, the simulation of rôles as a preparation for decision-making, etc.

Similarly, so far as theoretical training is concerned, the traditional initial training period covering the essential forms of knowledge is being gradually superseded by types of training divided into periods, popularly known as "sandwich training". In my view, the rapid development of systems of remote training by means of radio and correspondence courses, the most advanced model of which is the Open University of the United Kingdom, and also the establishment of learning centres employing counsellors and self-training banks that use modular methods for the individual acquisition of knowledge, like the Competence-Based Teacher Education (CBTE) - these are indications of a trend of teacher training towards more dialectical formulas where practice strengthens theory, and where the opposition between initial training and continuing training is reconciled by the integrating principle of life-long training.

If this convergent evolution of theoretical and practical training should become more pronounced, it would no doubt make it possible to envisage new strategies for the renewal of education. Being professionally better equipped and receiving more support during their career, the educators should be less perplexed by innovations concerning programmes and methods, or by the change in their rôle and function. Besides, the reforms themselves might be introduced more quickly: to the extent that academic training might accompany, instead of preceding, the development of systems, the training of educators might cease to be the bottleneck of the systems of education.

Among the reference documents before you in connexion with item 7 of the agenda, I should like to draw particular attention to document ED/BIE/CONFINTED 35/Ref. 6, prepared jointly by the four international teachers' organizations: the World Confederation of Organizations of the Teaching Profession, the World Federation of Teachers' Unions, the International Federation of Free Teachers' Unions and the World Confederation of Teachers. The views expressed in that paper are not, of course, those of Unesco, but you will no doubt note with great interest the proposals and recommendations contained in the document. I would like, in this connexion, to thank the four professional organizations concerned for agreeing to give us the benefit of their competence and vast experience in this field.

To facilitate your work, the Secretariat has prepared, as on previous occasions, an advance draft of a recommendation (ED/BIE/CONFINTED 35/4 Add.); it will be for you to make whatever changes you consider necessary in the draft. I hardly need to stress the importance of the final text you will be invited to adopt. Not only will your recommendation greatly affect the direction of the relevant parts of the Draft Programme and Budget for 1977-1978 which will be submitted to the General Conference of Unesco at its nineteenth session, but it will also constitute a source of inspiration for all Member States which aim at training a new type of teacher on whom will depend, in the final analysis, the training of a new type of citizen. The theme which you will discuss here in fact involves - beyond its professional and technical aspects - the future of man and the direction in which tomorrow's world will be moving.

Madam President,
Mr. President,
Ladies and Gentlemen,

I would like to assure you that I shall follow your deliberations with the keenest interest and I shall not fail to take very fully into account the conclusions which you reach. Accordingly, I wish you every success in the accomplishment of your task.

ANNEX III

Closing speech by H. E. Sh. A. M. Al Khalifa
President of the Conference

Mr. Assistant Director-General,
Mr. President of the Grand Council of Geneva,
Mr. Director of the IBE,
Delegates,
Ladies and Gentlemen,

At this, the final meeting of our Conference, it is my pleasure to thank you for having been so kind as to elect me President. This has been a great honour for me, of which I shall always be proud. The outcome of your discussions on the various topics and business on the agenda is, in fact, the best possible reward for the efforts which have been made by everyone, both to set forth the major problems of education which every country or region is facing and to ward off these problems and overcome them, as well as for the endeavours being made by every State to improve the quality of education at its various levels and in various fields.

Ladies and Gentlemen, it has often been said that the age in which we live is distinguished by three major features: first of all the population explosion, next the explosion of national hopes and aspirations, and lastly the explosion of human knowledge. These three characteristics greatly influence the life of the nations and present challenges to education, as a preparation for life, which it cannot but accept. The influence of these characteristics and the nature of these challenges differ only in degree and not in quality from one country to another. The reports presented by the various States on new trends in the development of education have shown us what success these States have had in their efforts to meet these challenges in certain of their aspects.

We are well aware, Ladies and Gentlemen, that improving the quality of education in any country or region is a vast, long-term undertaking since, as we know, educational research - which constitutes one of the many aspects of the development of human knowledge - is several years ahead of its practical application in the developed countries. As regards the developing countries, the gap between research and its application is even wider. We also know that improving the quality of education, a difficult and delicate task in the developed countries, is perhaps more difficult still in the developing countries. This is due, among other things, to one or all of the three characteristics already mentioned. Many States have made great strides in the development of education, whether in its renewal or its modernization, as can be seen from some of the reports distributed or comments made during the meetings, while certain States are still continuing their efforts to overcome some of these difficulties.

As education has a local, regional and international nature, solutions to its problems are necessarily bound up with considerations imposed by local possibilities and needs and must be reflected in the aims assigned to education in all countries. In addition, as some of these considerations are necessarily common to more than one country or region, it is possible to profit from each other's experiences. This is where one of the aspects of Unesco's and IBE's mission becomes clear. This Conference, this vast assembly of those responsible, at national level, for defining policies and taking decisions concerning education, like all international conferences on education which have been held since the foundation of Unesco, is clear proof of Unesco's serious and energetic approach to the fulfilment of this mission. As in the past, these meetings and conferences have made it possible to identify many problems connected with education and instruction as well as many ways of facing up to these problems and solving them.

Ladies and Gentlemen, one of the participants in this Conference stressed, during one of the meetings, that education is "the key to renewal". I do not think that there is anyone here who disagrees with this opinion. This is why I think that it was wise to choose as the special theme of this Conference: "The changing rôle of the teacher and its influence on the preparation for the profession and in-service training". Whatever may be said about the renewal and modernization of education, the improvement of the educational process, the use of educational technology in teaching or the development of textbooks and educational aids, these aspects are all secondary when compared with the essential ingredient of teaching, the teacher himself. Unesco and IBE thus deserve our congratulations for having chosen "the rôle of the teacher" as the theme for discussion and analysis during this Conference.

The three major characteristics of our times impose on education a certain number of difficult tasks. The teacher is the "soldier" on active service in this field. The more this "soldier" is trained and qualified to overcome both the likely and the unforeseen difficulties and obstacles which lie in his path, the greater his success will be. The recommendation that you have adopted throws light on several aspects of this training. We hope that the suggestions contained in the recommendation will very soon become a living reality, thus contributing to a better education for all peoples.

In conclusion, I should like once more, Ladies and Gentlemen, to express to you all my thanks and my appreciation for your having elected me President of this Conference. I also thank all the members of the Bureau of the Conference for all that they endured in order to ensure that our work proceeded smoothly. On your behalf, I extend my warmest thanks to Unesco and IBE for all the work they have put in, the thorough studies which they carried out, and for all that they have provided in the way of facilities, services and organization, without which the Conference would not have achieved all these successes. Similarly, on your behalf, I thank the Government of Switzerland for its customary kindness and for having been host to the Conference in its beautiful country and in this fine, historic town. I am also duty bound to thank all those stalwarts - translators, interpreters, typists, minute-writers and others - who have worked behind the scenes, devotedly and silently, to facilitate our dialogues and our discussions. Without their sincere and dedicated efforts and their great patience, this Conference would not have been possible.

ANNEX/ANNEXE/ANEXO/ПРИЛОЖЕНИЕ IV

CONFERENCE DOCUMENTS AND NATIONAL REPORTS DISTRIBUTED DURING THE SESSION
DOCUMENTS DE LA CONFERENCE ET RAPPORTS NATIONAUX DISTRIBUES LORS DE LA SESSION
LISTA DE LOS DOCUMENTOS E INFORMES NACIONALES DISTRIBUIDOS DURANTE LA REUNION
СПИСОК ДОКУМЕНТОБ КОНФЕРЕНЦИИ И НАЦИОНАЛЬНЫХ ДОКЛАДОВ, РАСПРОСТРАНЕННЫХ ВО ВРЕМЯ СЕССИИ

I. CONFERENCE WORKING DOCUMENTS/ DOCUMENTS DE TRAVAIL DE LA CONFERENCE/ DOCUMENTOS DE TRABAJO DE LA CONFERENCIA/ РАБОЧИЕ ДОКУМЕНТЫ КОНФЕРЕНЦИИ

ED/BIE/CONFINTED 35/1 Rev.:	Provisional agenda Ordre du jour provisoire Orden del día provisional Предварительная повестка дня
ED/BIE/CONFINTED 35/2:	General information for participants: organization of the work of the Conference Information générales destinées aux participants: organisation des travaux de la Conférence Información general para los participantes: organización de los trabajos de la Conferencia Общая информация для участников: организация работы Конференции
ED/BIE/CONFINTED 35/3:	Main trends in education Grandes tendances dans le domaine de l'éducation Principales tendencias en la esfera de la educación Основные тенденции в области образования
ED/BIE/CONFINTED 35/4:	The changing rôle of the teacher and its influence on preparation for the profession and on in-service training Evolution du rôle des maîtres et incidences de cette évolution sur la formation professionnelle préalable en cours d'emploi La evolución de la función del personal docente y consecuencias de esa evolución en la formación profesional previa y en ejercicio Изменение роли учителя и влияние этого процесса на подготовку к этой профессии и усовершенствование
ED/BIE/CONFINTED 35/4 Add.:	Preliminary draft recommendation on the changing rôle of the teacher and its influence on preparation for the profession and on in-service training Avant-projet de recommandation concernant l'évolution du rôle des maîtres et les incidences de cette évolution sur la formation professionnelle préalable et en cours d'emploi Anteproyecto de recomendación sobre la evolución del papel del personal docente e incidencia de esta evolución sobre la preparación para la profesión y la formación del personal en ejercicio Предварительный проект рекомендации об изменяющейся роли учителя и ее влиянии на подготовку к этой профессии и на подготовку без отрыва от работы

ED/BIE/CONFINTED 35/5:

International Standard Classification of Education (ISCED)
Classification internationale type de l'éducation (ISCED)
Clasificación Internacional Normalizada de la Educación (CINE)
Международная стандартная классификация образования (ИСКЕД)

ED/BIE/CONFINTED 35/6:

Report and Recommendation of the working party on the International Standard Classification of Education
Rapport et Recommandation du groupe de travail chargé d'examiner la Classification internationale type de l'éducation
Informe y Recomendación del grupo de trabajo sobre la ISCED
Доклад и рекомендация Рабочей группы по международной стандартной классификации образования (ИСКЕД)

ED/BIE/CONFINTED 35/7:

Recommendation of the Commission on the changing rôle of the teacher and its influence on preparation for the profession and on in-service training
Recommandation de la Commission sur l'évolution du rôle des maîtres et les incidences de cette évolution sur la formation professionnelle préalable et en cours d'emploi
Recomendación de la Comisión sobre la evolución del papel del personal docente y consecuencias de esa evolución en la formación profesional previa y en ejercicio
Рекомендация Комиссии об изменяющейся роли учителя и влиянии этого на подготовку к профессии и на повышение квалификации учителей

ED/BIE/CONFINTED 35/8:

Report of the Commission on the changing rôle of the teacher and its influence on preparation for the profession and on in-service training
Rapport de la Commission sur l'évolution du rôle des maîtres et les incidences de cette évolution sur la formation professionelle préalable et en cours d'emploi
Informe de la Comisión sobre la evolución de la función del personal docente y consecuencias de esa evolución en la formación profesional previa y en ejercicio
Доклад Комиссии об изменяющейся роли учителя и влиянии этого на подготовку к профессии и повышение квалификации учителей

ED/BIE/CONFINTED 35/9:

Draft report of the General Rapporteur
Projet de rapport du Rapporteur général
Proyecto de informe del Relator general
Проект доклада Генерального докладчика

To be distributed later
Sera distribué ultérieurement

Final report
Rapport final
Informe final
Заключительный доклад

II. REFERENCE DOCUMENTS/DOCUMENTS DE REFERENCE/ DOCUMENTOS DE REFERENCIA/СПРАВОЧНЫЕ ДОКУМЕНТЫ

ED/BIE/CONFINTED 35/Ref. 1:

Projections of teacher requirements in 1985: a world and continental statistical analysis
Projections des besoins en personnel enseignant en 1985: analyse statistique mondiale et par continents

ED/BIE/CONFINTED 35/Ref. 2:	A summary statistical review of education in the world 1960-1972 Etude statistique sommaire sur l'éducation dans le monde de 1960 à 1972 Resumen estadístico de la educación en el mundo 1960-1972 Сводный статистический обзор образования в мире, 1960-1972 годы
ED/BIE/CONFINTED 35/Ref. 3:	Note on the Unesco-ILO recommendation (1966) concerning the status of teachers Note sur la recommandation Unesco-OIT (1966) concernant la condition du personnel enseignant Nota sobre la recomendación Unesco-OIT (1966) relativa a la situación del personal docente Замечания по рекомендации ЮНЕСКО-МОТ (1966 г.) о положении учителей
ED/BIE/CONFINTED 35/Ref. 4:	Teachers and other professionals in education: new profiles and new status Les enseignants et les autres professionnels de l'éducation: nouveaux profils et nouveaux statuts El personal docente y otros profesionales de la educación: nuevos perfiles y nueva condición Учителя и другие специалисты по образованию: новые профили и новые положения
ED/BIE/CONFINTED 35/Ref. 5:	Strategies for the training of educators: how modern techniques and methods can help Stratégies pour la formation des éducateurs: apports des techniques et méthodes modernes Estrategias para la formación de los educadores: aportaciones de las técnicas y los métodos modernos Стратегия для подготовки преподавателей с учетом современных средств и методов
ED/BIE/CONFINTED 35/Ref. 6:	The teacher's rôle and training - joint paper from the international teachers' organizations Evolution du rôle des maîtres et incidences de cette évolution sur la formation professionnelle préalable et en cours d'emploi Evolución del papel de los maestros e incidencia de esta evolución sobre la formación profesional previa y durante el empleo Изменяющаяся роль преподавателя и влияние этого на профессиональную подготовку и подготовку без отрыва от производства
ED/BIE/CONFINTED 35/Ref. 7:	Staff training and access to education La formation du personnel et l'accès à l'éducation Formación del personal y acceso a la educación Подготовка персонала и доступ к образованию
ED/BIE/CONFINTED 35/Ref. 8:	Abridged version of the International Standard Classification of Education (ISCED) Version abrégée de la Classification internationale type de l'éducation (ISCED) Edición abreviada de la Clasificación Internacional Normalizada de la Educación (CINE) Сокращенный вариант Международной стандартной классификации образования (ИСКЕД)

Additional reference material/Autres documents distribués à titre de référence

BIE/IERS/PRG 74/9:	International Educational Reporting Service: a design synopsis Service international d'informations et d'études sur les innovations éducatives: aperçu général

Servicio international de información y estudios sobre innovaciones educacionales: síntesis del proyecto
Международная служба информации и исследований по нововведениям в области образования: общий обзор

"Innovation" (first issue of the newsletter of the International Educational Reporting Service (IERS), June 1975)
"Innovation" (premier numéro du bulletin du Service international d'informations et d'études sur les innovations éducatives (IERS), juin 1975)
"Innovación" (primer número del boletín del Servicio internacional de informaciones y estudios sobre innovaciones educacionales (IERS), junio de 1975)

"Innovation: current annotated bibliography", September 1975

Rôle, function and status of the teacher. Educational documentation and information (Paris - Geneva; Unesco: IBE), year 49, no. 194, 1st quarter 1975. 58 p.
Rôle, fonction et statut de l'enseignant. Documentation et information pédagogiques (Paris - Genève; Unesco: BIE), 49e année, no 194, 1er trimestre 1975. 62 p.

Trends and innovations in teacher education. Prepared for the International Bureau of Education by Pierre Laderrière. Educational documentation and information (Paris - Geneva; Unesco: IBE), year 49, no. 195, 2nd quarter 1975. 80 p.
Tendances et innovations dans la formation des enseignants. Préparé pour le Bureau international d'éducation par Pierre Laderrière. Documentation et information pédagogiques (Paris - Genève; Unesco: BIE), 49e année, no 195, 2e trimestre 1975. 84 p.

III. NATIONAL REPORTS/RAPPORTS NATIONAUX/ INFORMES NACIONALES/НАЦИОНАЛЬНЫЕ ДОКЛАДЫ

The following national reports on educational development were distributed during the 35th session. These reports are listed in English alphabetical order with the series code of the SIRE microfiche series.

Cette liste des rapports distribués lors de la 35e session comprend, énumérés dans l'ordre alphabétique anglais, les rapports nationaux sur le mouvement éducatif. Chaque rapport est précédé d'un numéro de code se rapportant à la microfiche correspondante dans la série SIRE.

Code	Countries - Pays	Languages - Langues
SIRE/00310	Australia - Australie	English
00311	Austria - Autriche	English
00312	Bahrain - Bahrein	English
00313	Bangladesh	English
00314	Belgium - Belgique	English, French
00315	Bulgaria - Bulgarie	Russian/French/English
00316	Byelorussian SSR - RSS de Biélorussie	Russian/English/French/Spanish
00317	Cameroon - Cameroun	French
00318	Canada	English/French
00319	Chad - Tchad	French

Code	Countries - Pays	Languages - Langues
SIRE/00320	Congo (People's Republic) - République populaire du Congo	French
00321	Cuba	Spanish/French/English
00322	Cyprus - Chypre	English, French
00323	Czechoslovakia - Tchécoslovaquie	English, Russian
00324	*Ecuador - Equateur	Spanish
00325	Arab Republic of Egypt - République Arabe d'Egypte	English, French, Arabic
00326	*El Salvador	Spanish
00327	Ethiopia - Ethiopie	English
00328	Finland - Finlande	English
00329	France	French/English/Russian/Spanish
00330	German Democratic Republic - République démocratique allemande	English/French
00331	Federal Republic of Germany - République fédérale d'Allemagne	English
00332	Ghana	English
00333	Greece - Grèce	English, French
00334	*Guatemala	Spanish
00335	*Republic of Guinea - République de Guinée	French
00336	Hungary - Hongrie	Russian/English
00337	India - Inde	English, French
00338	Indonesia - Indonésie	English
00339	Iraq - Irak	English, Arabic
00340	Ireland - Irlande	English
00341	Italy - Italie	French/Italian/English
00342	Ivory Coast - Côte d'Ivoire	French
00343	Japan - Japon	English, French
00344	Jordan - Jordanie	English, Arabic
00345	Republic of Korea - République de Corée	English, French
00346	Kuwait - Koweit	English, French, Arabic
00347	Libyan Arab Republic - République arabe libyenne	English/Arabic
00348	Malawi	English
00349	*Malaysia - Malaisie	English
00350	*Mauritania - Mauritanie	French
00351	Mauritius - Maurice	English
00352	Mongolia - Mongolie	English, French
00353	Morocco - Maroc	French/Arabic
00354	New Zealand - Nouvelle Zélande	English
00355	Nigeria - Nigéria	English
00356	Norway - Norvège	English
00357	Oman	Arabic
00358	Pakistan	English

Code	Countries - Pays	Languages - Langues
SIRE/00359	Peru - Pérou	Spanish
00360	Poland - Pologne	English, French, Russian
00361	Qatar	English/Arabic
00362	Romania - Roumanie	English, French, Russian, Spanish
00363	Saudi Arabia - Arabie saoudite	English
00364	*Sierra Leone	English
00365	Spain - Espagne	Spanish/French/English
00366	Sri Lanka	English
00367	Sudan - Soudan	English
00368	Sweden - Suède	English
00369	Switzerland - Suisse	English, French
00370	Syrian Arab Republic - République arabe syrienne	French
00371	Thailand - Thaïlande	English
00372	Togo	English, French
00373	Tunisia - Tunisie	French
00374	Turkey - Turquie	French
00375	Uganda - Ouganda	English
00376	Ukrainian SSR - RSS d'Ukraine	Ukrainian/Russian/English/French/Spanish
00377	USSR - URSS	English, French
00378	United Kingdom - Royaume-Uni	English/French
00379	United States of America - Etats-Unis d'Amérique	English
00380	Upper Volta - Haute-Volta	English, French
00381	Venezuela	Spanish
00382	Yugoslavia - Yougoslavie	English, French

* Available on microfiche only
Disponible sur microfiche uniquement

ANNEXE V/ANNEX V/ANEXO V/ПРИЛОЖЕНИЕ V

LISTE DES PARTICIPANTS/LIST OF PARTICIPANTS/
LISTA DE PARTICIPANTES/СПИСОК УЧАСТНИКОВ

Les noms et titres qui figurent dans la liste ci-après sont reproduits dans la forme où ils ont été communiqués au Secrétariat par les délégations intéressées. Les pays sont mentionnés dans l'ordre alphabétique français.

Names and titles in the following list are reproduced as handed in to the Secretariat by the delegations concerned. Countries are shown in the French alphabetical order.

Los nombres y títulos que figuran en la lista siguiente se reproducen en la forma en que las delegaciones interesadas los han comunicado a la Secretaría. Los países se mencionan en el orden alfabético francés.

Фамилии и звания, указанные в нижеприведенном списке, воспроизводятся в том виде, в каком они были представлены Секретариату соответствующими делегациями. Страны перечислены в порядке французского алфавита.

DELEGUES/DELEGATES/DELEGADOS/ДЕЛЕГАТЫ

ETATS MEMBRES/MEMBER STATES/
ESTADOS MIEMBROS/ГОСУДАРСТВА-ЧЛЕНЫ

Algérie/Algeria/Argelia/Алжир

M. A. Serradj,
directeur de l'Organisation de l'animation pédagogique,
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M. A. Belabdelouahab,
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inspecteur des enseignements élementaire et moyen

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République fédérale d'Allemagne
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República Federal de Alemania
Федеративная Республика Германии

Dr G. Wichert,
Staatssekretär,
ministère des sciences et de l'art du Land Basse-Saxe (Niedersachsen)

M. W. Grandjean,
Ministerialrat,
ministère de l'éducation et de la culture du Land Rhénanie-Palatinat (Rheinland-Pfalz)

Dr M. Koenig,
Ministerialdirigent,
ministère de l'éducation et de la culture du Land Bade-Wurtembert (Baden-Württemberg)

M. H. Neumeister,
Oberstudiendirektor,
secrétariat de la Conférence permanente des ministres de l'éducation des Länder en République féderale d'Allemagne

M. T. Roetger
conseiller,
Mission permanente de la République fédérale d'Allemagne à Genève

Dr G. Eisfeld,
Oberregierungsrat auprès du ministère fédéral de l'éducation et des sciences

Dr M. Bayer,
Deutsches Institut f. Internation. Pädagogische Forschung, Frankfurt

M. P. Doebrich,
Deutsches Institut f. Internation. Pädagogische Forschung, Frankfurt

Arabie saoudite / Saudi Arabia
Arabia Saudita / Саудовская Аравия

Dr A. M. Al-Zaïd,
Professor of Education and Chairman of Department of Education,
College of Education,
King Abdul Aziz University

Mr. A. Showir,
Director of Teacher Training

Mr. A. Al-Zaïd,
Secretary of Saudi Arabian National Commission for Unesco

Mr. A. M. Al-Sheikh,
Cultural attaché of Saudi Arabia in Switzerland

Argentine/Argentina/Аргентина

Dr. G. Caraballo,
Embajador Unesco

Dr I. E. Viale,
Membre de la Délégation permanente auprès de l'Unesco

Mme. R. Guevara Achaval,
Premier Secrétaire

Australie/Australia/Австралия

Dr. W. D. Neal,
Dean of Teacher Education,
W. A. Institute of Technology

Mr. P. Kearns,
Counsellor,
Australian Delegation to OECD

Autriche/Austria/Австрия

Dr. A. Rieder,
Ministerialsekretär

Dr. W. Denscher,
Ministerialkommissär

Prof. Dr. A. Weissgaerber,
Professeur

Bahrein/Bahrain/Bahrein/Бахрейн

Sh. A. M. Al-Khalifa,
Minister of Education

Dr. J. E. Arrayed,
Under-Secretary,
Ministry of Education

Mr. A. Abdul-Haq,
Co-ordinator of In-service Teacher Training,
Ministry of Education

Bangladesh/Бангладеш

Dr. M. A. Chaudhuri,
Minister of Education, Scientific and Technological Research and Atomic Energy

Mr. A. Haq,
Joint Secretary,
Ministry of Education

Mr. M. H. Khan,
Private Secretary to Minister, and Director,
Bureau of Educational Statistics,
Ministry of Education

Belgique/Belgium/Bélgica/Бельгия

M. P. Vanbergen,
directeur-général

Dr R. Vandevelde,
inspecteur général d'enseignement supérieur

H. E. Breuse,
inspecteur général d'enseignement supérieur

M. R. Philippart de Foy,
attaché à la délégation

République socialiste soviétique de Biélorussie
Byelorussian Soviet Socialist Republic
República Socialista Soviética de Bielorrusia
Белорусская Советская Социалистическая Республика

Mr. R. Sernov,
Deputy Minister of Education

Mr. V. N. Zaitsev,
Chief Inspector,
Ministry of Education

Bolivie/Bolivia/Боливия

Sra. V. Banzer,
Première secrétaire,
Mission permanente à Genève

Brésil/Brazil/Brasil/Бразилия

M. N. L. B. Sucupira,
Commission des affaires internationales,
président,
ministère de l'éducation

M. F. Cumplido,
ministre,
délégation du Brésil à Genève

Professeur A. D. Mendes,
assesseur au ministère de l'éducation

Professeur P. V. Guimaraes,
directeur,
faculté d'éducation,
Université de Brasilia

M. G. Machado Pires Filho,
diplomate

Bulgarie/Bulgaria/Болгария

Dr A. Guonov,
premier vice-ministre de l'instruction publique

Dr I. Tatchev,
conseiller auprès du Conseil des ministres sur les problèmes de l'éducation

Dr D. Tsvetkov,
directeur adjoint de l'Institut de recherches scientifiques en pédagogie

Professeur M. Radinova,
chef de département,
Collaboration internationale

Burundi/Бурунди

M. A. Simbananiye,
ministre de l'éducation nationale et de la culture

Professeur J. B. Ntahokaia,
professeur à l'Université officielle de Bujumbura

Canada/Canadá/Канада

Hon. W. B. Campbell,
Minister of Education,
Province of Prince Edward Island

Hon. Eileen Dailly,
Minister of Education,
Province of British Columbia

M. R. Beauchemin,
Secrétaire général,
Association canadienne d'éducation de langue française

Mr. N. M. Goble,
Secretary General,
Canadian Teachers' Federation

Mr. J. M. Millons,
Chief,
Liaison and Co-ordination,
Department of the Secretary of State for Canada,
Education Support Branch

Mr. J. F. Kinlin,
Assistant Deputy Minister of Education,
Province of Ontario

M. P. Thibault,
Premier Secrétaire,
Mission permanente du Canada, Genève

Mr. F. Shepherd,
Ministerial Assistant,
Province of British Columbia

République centrafricaine/Central African Republic
República Centroafricana
Центральноафриканская Республика

M. J. Ikoli,
secrétaire général de la Commission nationale pour l'Unesco

M. P. Sammy,
directeur de l'Institut pédagogique national

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Украинская Советская Социалистическая Республика

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République du Zaïre / Zaire Republic
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Secrétariat du Commonwealth/Commonwealth Secretariat/Secretaría de los Países del Commonwealth/Секретариат содружества наций

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Association des universités partiellement ou entièrement de langue française/Ассоциация университетов с преподаванием полностью или частично на французском языке/

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Fédération internationale syndicale de l'enseignement/World Federation of Teachers' Unions/Federación Internacional Sindical de la Enseñanza/Международная федерация работников просвещения

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Fédération mondiale pour la santé mentale/World Federation for Mental Health/Federación Mundial para la Salud Mental/Всемирная федерация психического здоровья

Dr. Audeoud-Naville

Office international de l'enseignement catholique/Catholic International Education Office/Oficina Internacional de Enseñanza Católica/Международное католическое бюро просвещения

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Professeur P. Columban Gomez

Secrétariat professionnel international de l'enseignement/International Federation of Free Teachers' Unions/Secretariado Profesional Internacional de la Enseñanza/Международный производственный секретариат работников просвещения

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Secrétaire

MOUVEMENTS DE LIBERATION D'AFRIQUE RECONNUS PAR L'OUA/ AFRICAN LIBERATION MOVEMENTS RECOGNIZED BY THE OAU/ MOVIMIENTOS DE LIBERACION AFRICANOS RECONOCIDOS POR LA OUA/ АФРИКАНСКИЕ ОСВОБОДИТЕЛЬНЫЕ ДВИЖЕНИЯ, ПРИЗНАННЫЕ ОАЕ/

Front de libération de la Côte des Somalies/Фронт освобождения побережья Сомали

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Membre du comité exécutif

Organisation pour la libération de la Palestine (reconnue par la Ligue des Etats arabes)/Palestine Liberation Organization (recognized by the League of Arab States)/Organización de Liberación de Palestina (reconocida por la Liga de los Estados Arabes)/Организация освобождения Палестины (признанная Лига арабских государств)

Mr. D. Barakat,
Permanent Observer of the PLO to the United Nations

Mr. M. Yassien,
Planning Centre PLO